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FOUNTAINHEAD

January—February 1973 * No. 71

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Association for Education of the Visually Handicapped
1604 Spruce Street • Philadelphia, Pennsylvania 19103

FOUNTAINHEAD

Number 71 January-February 1973

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Editor: Mary K. Bauman

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Our Cover: A student at Hawaii School for the Deaf and Blind identifies a fish, one of the creatures of the deep that dominates artist Sayoko Kay Mura's ceramic mural at the school. Students at the school helped to create the more than 100 small sections in the mural.

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NOTICE OF CHANGE IN CONSTITUTION

At the 51st Biennial Conference of AEVH last June certain changes were made in the AEVH Constitution and By-Laws with a view to increasing the voice of every member in the management of the Association. It is anticipated that this move toward increased participation of individual members will be greatly increased when the Committee on Regionalization finalizes its plans to bring regional meetings within the geographic reach of all members.

However, one change in the Constitution which really should have been made last June was overlooked. In the effort to make it possible for all members to vote on all significant actions of the Association (not just those members who can be present at a biennial conference), it is felt that Section 7 of the By-Laws should be changed so that the dues structure of the Association could be approved by mail vote of all members. Within the next three months, ballots will be sent to all members with the recommendation by your Board of Directors that the following change be approved:

From the present Section 7 which reads: "The expenses of the Association shall be provided by annual dues. The dues structure will be recommended by the Board and presented for approval by the membership at a biennial meeting . . . ."

To: "The expenses of the Association shall be provided by annual dues. The dues structure will be recommended by the Board and presented for approval by the membership."

Thus the words: "at a biennial meeting," would be deleted.

This publication represents formal notification to the membership that such a change in the By-Laws is proposed. Ballots to vote upon this point will be sent to each member within a few weeks with a maximum of three months from this notification within which approval or disapproval may be registered.

AEVH NEWS

Concern for Research Shared: For roughly twenty years a small group of workers in the education and rehabilitation of the blind and visually impaired have encouraged relevant research through the Committee for Research on Problems Associated with Blindness. The group started informally at a time when there was little research in our field, became more formally organized in order to receive grants for several projects, and functioned chiefly in an advisory capacity to persons doing research.

In recent years there has been a burst of interest in research related to visually handicapped children and adults, and other agencies, governmental and private and possessing greater financial resources, have become leaders in the research field. Members of the Committee for Research decided that their work had been done, that it was time to transfer their concern and their remaining treasury to a national organization.

The Board of Directors of AEVH encouraged the Committee for Research to transfer this concern to AEVH and they have done so, also transferring to AEVH the sum of $1155.70 which will be used by your Board of Directors for appropriate projects. We express our gratitude to the members of the Committee for Research on Problems Associated with Blindness for their confidence in AEVH and pledge our continuing concern for research in our field.

Support for NAC: At its annual meeting last October your Board of Directors voted to write, in the name of the Association, a letter to the Secretary of Health, Education and Welfare, drawing to his attention the accomplishments of the National Accreditation Council. While it is difficult to measure exactly the impact of NAC standard-setting upon work for the visually handicapped, a recent report shows that, in their effort to qualify for accreditation 32 agencies in 24 states made or planned 557 changes in their function and structure, personnel administration and social services. Unfortunately, the survey did not include schools, upon which a later survey will report. The survey did cover six tax-supported and 26 voluntary agencies which serve more than 50,000 visually handicapped people.

We here reproduce for the information of our membership the entire letter:

The Honorable Caspar W. Weinberger
Secretary
Department of Health, Education
and Welfare
Washington, D.C. 20201

Dear Secretary Weinberger:

The Association for Education of the Visually Handicapped (formerly the American Association of Instructors of the Blind) was conceived in 1850 as a means of improving and maintaining quality education for the visually handicapped of our country.

This purpose has been the basic function of the association until the present time and hopefully it will continue to be the basic purpose of the association. During the current century a committee on standards for education and housing was established and functioned admirably. The association has provided for the certification of teachers and houseparents of visually handicapped children and continues to do so at the present time. As an organization, we are dedicated toward constant improvement of the educational milieu for all blind children and youth.

In 1964 the Commission on Standards and Accreditation of Services for the Blind was established for the purpose of establishing high standards of service for all agencies serving the blind with the intent of providing a basis from which a commission could be created for the purpose of accrediting all types of agencies serving the blind. Being well aware of the need for such an agency, the AEVH threw its whole-hearted support behind the Commission on Standards and Accreditation of Services for the Blind. Not only the leadership of AEVH but a significant number of its general membership were involved in the development of standards for accreditation for agencies serving the blind. It was with great satisfaction that we were able to observe the establishment of the National Accreditation Council for Agencies Serving the Blind and, as an organization of schools and of individuals, we have whole-heartedly supported this newcomer to the field of accrediting agencies.

In the course of the past year and one-half, one association from among all the national organizations of and for blind people has seen fit to direct a completely unwarranted attack upon the National Accreditation Council for Agencies Serving the Blind. The National Federation of the Blind professes to speak for all of the blind of the United States. The accuracy of that claim is in doubt when one is aware that the American Council of the Blind is another organization of blind people in our country. Yet, the National Federation of the Blind is waging a campaign for the purpose, as publicly expressed by its leadership, of destroying the National Accreditation Council for Agencies Serving the Blind. This campaign is one of innuendo, distortion and gross misrepresentation of fact. One of the purposes of the National Federation of the Blind, again expressed publicly by its leadership, is to ensure that the partial support that the Council has been receiving from the Department of Health, Education and Welfare be severed, thereby contributing to the collapse of the Council.

The officers and directors of the Association for Education of the Visually Handicapped are greatly concerned because of the unfair and unwarranted attack upon the National Accreditation Council for Agencies Serving the Blind by the National Federation of the Blind. Therefore, we feel that it is imperative that we convey to you and to your staff the information that we whole-heartedly endorse the National Accreditation Council for Agencies Serving the Blind and its varied programs. We decry the efforts of one particular organization to impair or destroy the single organization completely dedicated to improving and maintaining high standards of service to the visually disabled in our country.

Thanking you for your kind attention to the foregoing, I remain,

Sincerely yours,
Lee Jones, President

Parent Groups—Attention! A member tells us that a group of parents in northern Virginia would like to communicate with other parent groups around the country. Your central office will be glad to compile a list of the names and addresses of contact persons for such groups, sharing that list with all who wish it. If you like this idea, if you want such a list, and if you want your group to appear on such a list, please write to the Executive Secretary, and be sure to give your name and address, with zip code.

Generous Offer from India: Your central office has received the following letter:

"Soon after Jawaharlal Nehru, the first Prime Minister of India, died in 1964, the Jawaharlal Nehru Memorial Fund was constituted to perpetuate his memory in a fitting manner. One of the activities that the Fund has undertaken is to braille-transcribe Jawaharlal Nehru's books with a view to making the books available to the blind and at the same time providing gainful employment to a few educated blind in India. The work of transcribing the ink-print into braille is being done on hand-operated braille machines so that the maximum number of educated blind could be rehabilitated. Jawaharlal Nehru's 'Autobiography' and 'The Discovery of India' (in English) have been braille transcribed and the Fund has been donating these books to blind institutions in India and abroad.

"We shall be glad if you could make announcement of our scheme among schools, libraries and institutions for the blind in your country. These books can be profitably read by the students at the college level as well as by adults."

Any libraries or institutions wishing to request the above books may do so by writing to the Jawaharlal Nehru Memorial Fund, Teen Murti House, New Delhi—11, India. We thank the Fund for writing to us and very much appreciate their generosity.

Louis Braille Museum: A small group has worked very hard to make out of the home of Louis Braille a museum which represents an appropriate tribute to the man who originated braille and gave his name to it. The group needs funds in order to be able to maintain the home and in the past your AEVH Board of Directors has given them some support within our limited means.

Your central office has now received another request for any help which could be sent from United States. Your Board of Directors recommends this as a worthy group if any organizations in the field feel able to send contributions. Such contributions may be sent to: Louis Braille Museum Committee, World Council for the Welfare of the Blind, 14 Bix, Rue Daru, Paris 8, France.

Planning for the future: Your Executive Secretary has been asked to participate in a small RSA sponsored meeting to review needs and suggest plans to meet the needs of the 70's in all aspects of work with the blind and visually handicapped. Her special responsibility is needs and plans for personnel in education. She will be contacting a number of you to get your views about what the probable needs are, within the next few years, for teachers and for all other educational staff. She would also welcome any suggestions you might have about improved training, recruiting, in-service training or, indeed, any other suggestions you might wish funneled to the master planning group. Just send your thoughts on these matters to her at the central office within the next few weeks. Thank you!

PERSONNEL

Orientation and Mobility: Wisconsin is seeking someone to perform a number of functions in the area of orientation and mobility including the following: Act as itinerant teacher in O & M to day classes of visually handicapped; organize such classes in four cities; develop curriculum and organize workshops for teachers of the visually handicapped so they may assist students with O & M; work with families of preschool children regarding the importance of mobility. Requires master's degree in O & M and two years experience in an educational setting or Bachelor's degree and four years experience; must be eligible for certification as a teacher in Wisconsin. Salary range $12,630–$16,092.

Interested applicants send resume to State Bureau of Personnel, Rm. 244, 1 W. Wilson St., Madison, Wisconsin 53702.

Deaf-Blind: A teacher of the Deaf-Blind is sought by the Michigan School for the Blind, beginning January 1973. Certified in the areas of the Deaf and the Blind or Deaf-Blind. Contact Mr. Francis Hetherington, Acting Principal, Michigan School for the Blind, 715 W. Willow Street, Lansing, Michigan 48906.

Retirement for DBPH Chief: It is with genuine sorrow that we receive the announcement of the retirement of Robert S. Bray as Chief of the Division for the Blind and Physically Handicapped within the Library of Congress.

All AEVH members who were able to hear Mr. Bray's Keynote Speech at our 51st Biennial Conference in Miami Beach will remember his inspiring call to greater cooperation in the service of visually handicapped children and youth. It was clear as we listened that he spoke, not from the written page, but from the heart, sharing with us his concern and his hopes. Yet your central office did hope to have a copy of what Mr. Bray said to provide the lead article in *Selected Papers* from that conference, and Mr. Bray agreed to write it and send it to us. We have been sadly aware of his illness because that illness made it impossible for him to write the paper and we think we owe our members this explanation of why Mr. Bray's paper did not appear in the volume of *Selected Papers* recently mailed to all members and participants in the conference. Now we learn that Mr. Bray is retiring.

Born in Cincinnati, Ohio, Mr. Bray was graduated from high school in Washington, D.C. and attended George Washington University and Catholic University where he studied Library Science from 1947 to 1950. In a Library of Congress career that spans 32 years, Mr. Bray has held supervisory or administrative positions since 1946 following a period of service in the U.S. Navy. He was approved Chief of the DBPH in 1957. Under his leadership services of that organization have grown immensely, his innovative spirit brought many changes and improvements and his gift for organization eliminated most of the problems in library service to a rapidly increasing number of readers throughout the nation.

We regret his illness, deeply regret losing him in DBPH, but are comforted by the fact that so much of his work will go on, a continuing monument to him.

A Note to our Members, Schools and Agencies: Your Editor is delighted to have you use the Personnel column of FOUNTAINHEAD as the means by which schools and agencies make known their job openings, and members make known their availability for employment. This is one of the ways in which the AEVH newletter wants to serve all members. However, your Editor is distressed at how frequently listings of job openings arrive just too late to be included in the next issue of the newsletter and may therefore not be printed until several months after they are received by which time the jobs may have been filled. We therefore wish to bring to your attention the deadline dates for getting to us information intended for a specific issue of FOUNTAINHEAD:

For January- February issue -
Preceding December 15th
March-April issue -
February 15th
May-June issue -
April 15th
September-October issue -
August 15th
November-December issue -
October 15th

DEAF – BLIND

Except on those (we hope, rare,) occasions when no material is available, a section of FOUNTAINHEAD will regularly be given to publication of any information which might be of interest to teachers and administrators concerned with deaf-blind children. We welcome information from and about the various programs so that it may be shared with all. For example, we are glad to share the following description of the program in New Jersey, kindly provided by Mr. Coker Stogner, Supervisor of Instruction.

New Jersey Program: The State of New Jersey, Commission for the Blind and Visually Handicapped, has assumed the responsibility for diagnostic evaluations and following through with the prescriptive educational placement of all auditorially-visually handicapped in the entire state. Educational placement programs range from itinerant services to parents and children in the home, through and including, individual placement of a few of the most capable deaf-blind children in regular classes in public schools with itinerant services by instructors from the State Commission for the Blind and Visually Handicapped.

The agency operates four day classes in three locations in various parts of the state for deaf-blind children functioning at the severe to profoundly retarded level. Appropriate cases are sponsored in nearby private residential schools with programs for the deaf-blind. Some children attend day programs for the deaf in public school classes or state day schools for the deaf with itinerant services of a teacher from the Commission. A special project for the deaf-blind in a private school for the deaf is in operation, having been stimulated by this state agency. The Division of Mental Retardation has requested funds to begin a pilot program for deaf-blind children in its newest state school for the retarded.

The agency's philosophy aims to provide programs appropriate for deaf-blind children functioning at each level of ability. We attempt to maintain special services in such a way as to allow most children to continue to enjoy living in their own homes. Every known deaf-blind child in the state is receiving active and on-going services from this Educational Services Department—longitudinal services being anticipated and planned through the agency's Vocational Rehabilitation Services Department.

Some seventy camper weeks were provided in day camps for deaf-blind children and 26 camper weeks in a residential camp were provided in the summer of 1972. Arrangements were made for three deaf-blind campers to attend the special program at Camp Wapanacki from this agency.

If you have specific questions or wish additional details, write to Mr. Coker Stogner, Supervisor of Instruction, Commission for the Blind and Visually Impaired, 1100 Raymond Blvd., Newark, N.J. 07102.

Bibliography: An extensive bibliography on the deaf-blind has been prepared by the Perkins Deaf-Blind Department and the Research Library. Copies may be ordered from the Director, Perkins School for the Blind, Watertown, Mass. 02172. Cost $2.00.

Also see, under "Publications," a brief description of the report on the "Fourth International Conference on Education of Deaf-Blind Youth."

Reprints of two talks given by Dr. E.J. Waterhouse are also available. These are:

1. "The Deaf-Blind Child: Educational Training or Custodial Care." A paper read at the Fifth International Seminar on Special Education, Melbourne, Australia, August 1972.
2. "Planning a Program of Public Education on Behalf of the Education and Rehabilitation of Deaf-Blind Persons." A paper presented at The Second Symposium on Planning for Public Relations and Rehabilitation, Athens, Greece, September, 1972.

Both papers may be obtained upon request to Perkins School, address above.

Regional Seminar: The Southeast Regional Center for Deaf-Blind Children reports that its first Regional Seminar was held in October in Birmingham, Ala. Although intended chiefly as a means of communication for that region, the meeting was attended by a few persons from distant places and content may be of much wider interest. Copies of the proceedings will be available to anyone interested by contacting the Southeast Regional Center for Deaf-Blind Children, Alabama Institute for the Deaf and Blind, P.O. Box 698, Talladega, Ala. 35160.

At the Seminar there was shown an excellent tape of a guided tour through the Deaf-Blind Department of the Alabama Institute. This 1/2" videotape is available for loan to interested groups. Contact Mr. Earl J. Roberts at the address above.

MEETINGS AND CONFERENCES

Prevention of Blindness: The National Conference of the National Society for the Prevention of Blindness will be held at the Hotel Roosevelt, New York City, on April 11, 12 and 13, 1973. Further details are available from NSPB, 79 Madison Avenue, New York, N.Y. 10016.

Learning Disabilities: The Tenth International Conference of the Association for Children with Learning Disabilities will be held in Cobo Hall, Detroit, Michigan, March 14-17, 1973. The first of these dates is actually devoted to pre-conference seminars, especially for medical and psychological specialists with conference fee for that day $25.00, including lunch. For others, March 14th will be a day of tours of local facilities. A seminar on vision is scheduled for Thursday afternoon, March 15th. Most of the program deals with learning disabilities in general with many "workshop" meetings. Conference registration fee is $15.00.

For more information and a complete program write to: Association for Children with Learning Disabilities, 2200 Brownsville Road, Pittsburgh, Pa. 15210.

CEC: The 51st Annual International Convention of the Council for Exceptional Children will be held in Dallas, Texas, April 22-27, 1973. More details will be provided as soon as they are available.

EQUIPMENT, AIDS AND FILMS

From AFB: The 18th edition of the catalogue of Aids and Appliances available through the American Foundation for the Blind is much enlarged, provides excellent pictures of most of the items, and includes many completely new items. In addition, new catalog numbers have been assigned so older editions of the catalog should be discarded. If you want one of these new catalogs, write to Mr. I Kaplan, Manager, Aids & Appliances Division, American Foundation for the Blind, Inc., 15 West 16th Street, New York, N.Y. 10011.

Stanford-Kohs Block Design Test: This is the test devised by Dauterman and Suinn, using plastic-covered blocks, *not* the Ohwaki-Kohs with cloth-covered blocks. The test has been "out of print," completely unavailable, for some time but it is now being made in exact copy of the original materials on which the norms were developed. A number of psychologists have found this test extremely useful, a performance task yielding an IQ, with norms for partially sighted and totally blind, age 16 up. Administration time varies, of course, with the client's speed of response but it is far more manageable than the time required by some of the other performance tests for blind clients.

Order directly from Nathan P. Bauman, 400 Orchard Lane, Fort Washington, Pa. 19034. Price $45.00.

Multi-Modality Imagery Test: Although this test was developed, also by William L. Dauterman, several years ago, it has just been made available through publication of the American Foundation for the Blind. The Stanford Multi-Modality Imagery Test represents a concept originated by Dr. Jerome Dunham some years ago and was developed as a potential measure of the functional imagery ability of blind persons. It is assumed that the ability to imagine how things are and how they might be changed is required in order to function in the physical environment, especially in mobility. Consequently, the ability to manipulate these images, if testable, could predict success in mobility and other aspects of dealing with the real environment.

The test uses geometric patterns and since blind people vary in their training and/or experience with geometric spatial relationships, several special learning techniques are introduced at the beginning of the test in order to compensate for that variation in experiential background.

In Phase I of the test, the subject manipulates a small fiberboard rectangle by placing rubber bands around it to create various three- or four-sided figures within the rectangle. Verbal descriptions tell the subject what to do and, if necessary, he may receive certain kinds of assistance.

In Phase II, called "Conceptualizing Spatial Relations," the subject is asked so to place the rubber bands that increasingly complex shapes are formed. Hopefully, imagery will be improved while the actual patterns remain available for tactual inspection. Again, the examiner may use this as a period of teaching if that seems necessary with certain clients.

In Phase III, called "Verbal Descriptions," the subject is required to construct images of geometric patterns from verbal instructions without recourse to the fiberboard and rubber bands. The subject is asked to state the number of three-sided and four-sided figures created in each of ten patterns ranging from a simple rectangle with one diagonal to a rectangle divided into 16 three-sided and two four-sided figures.

The Manual provides a careful description of the normative groups, ample instructions for recording, scoring and interpretation, and further research suggestions. In two unusual appendices there are discussions of use of this test with deaf-blind subjects and use of the test by a blind examiner.

Material may be ordered by the American Foundation for the Blind, Inc., 15 West 16th Street, New York, N.Y. 10011. Price $2.00.

Aids for Handicapped Readers: Under this title, the Division for the Blind and Physically Handicapped, Library of Congress, has provided a much-needed list (with brief descriptions) of most of the magnifiers, closed circuit TV products, and tactile reading equipment currently available. Other aids, such as book stands and page turners, prism glasses, and various kinds of writing equipment are also described. Sound reproducers are listed, with source and cost. Finally, instructions are given for mailing of letters and books as "Free Matter for the Blind or Handicapped."

This looks like an extremely valuable publication. It may be obtained without cost by writing to the Division for the Blind and Physically Handicapped, Reference and Information Section, Library of Congress, Washington, D.C. 20542.

Unfortunately, the best of lists must soon be supplemented since we are living in an age of such rapid development of technical materials. Your central office has heard of the following (and we have probably missed some!):

Electronic Visual Aid System: The distributor of this product claims that it compares with the Apollo and Visualtek units and provides the following advantageous standard features: in line viewing, movable screen, variable focus zoom lens, dual illuminators, horizontal camera, normal or reverse picture, large scanning table and portability. However, we note that it does weigh 75 pounds and portability evidently means that the entire unit can be rolled from one room to another. For more information write to Pelco Cales, Inc., 351 E. Alondra Blvd., Gardena, CA 90248. Price $1275.

E-V Magnifier: What sounds like a similar instrument is the Electro-Vision Magnifier for which, again, several advantages are claimed and which is available in two sizes. The 9-inch monitor sells for $1,690.00 while the 14-inch monitor costs $1,800.00, with shipping charges extra. For details, write to Designs for Vision, 40 East 21st Street, New York, N.Y. 10010.

Tactile Maps: This is the first issue in which space has permitted mention of some exceptional tactile maps produced in Seattle. Sensitive use of varying raised patterns to provide varied information, and unusual accuracy of detail characterizes these. Basically, the product is a thermoform reproduction and the maker offers, on a custom basis, to put almost any material into tactile form. He seems to have the skills to do a very demanding job! For further information write to Roger W. Craven, Services for the Blind, 3411 South

Alaska Street, Seattle, Washington 98118.

Blindness . . . . it's no big deal: This unusual title provides a sensitive look at several visually handicapped teenagers in public school programs in the Berkeley Unified School District in California, blind students in a sighted school. This is a 16mm, black and white film with optical sound, 16 minutes in length. It cuts across some of the everyday situations of a school environment, revealing how these students relate to the sighted school world, to teachers and to peers. The film is intended for use in courses in special education, counseling, psychology, optometry, opthalmology, and nursing. It could assist regular class room teachers to whom a blind student has recently been assigned and it could be very useful in promoting public understanding of blind and visually handicapped youth.

Available from Stevenfeldt Educational Films, 4080 23rd Street, San Francisco, Cal. 94114. Purchase price $120.00.

REPORT OF THE ADMINISTRATORS WORKSHOP

On Monday, June 26, general discussion was held on a number of areas of interest to those in attendance. A topic of considerable interest was the legal aspects of school administration, a broad and complex area. The legal rights of students, parents, staff, government agencies and the public all affect administrative decisions. The greatly increased rights of 18-year-olds adds to the complexity. In addition to matters of records confidentiality, administrators should be alert to court attitudes and legal responsibilities which vary in different states or areas.

On Wednesday, June 28, discussion centered on the need for improvement in the quality and extent of educational services provided the visually handicapped. There appears to be considerable variance in programs throughout the country. A need for guidelines or standards of quality for educational services rendered by public school programs was recognized. The following resolution was passed: "The Administrators Workshop of the Association for Education of the Visually Handicapped requests the National Accreditation Council to make a study and develop minimum standards and/or guidelines for all school programs in addition to residential schools serving the visually handicapped. Furthermore, upon completion of the above project, we strongly recommend that the National Accreditation Council make the guidelines and standards widely known to all including chief school officials and all supervisors of programs for the visually handicapped."

Dr. E. W. Tillinghast, Chairman
Mr. Eldon E. Shipman, Co-Chairman

REPORT OF THE GUIDANCE WORKSHOP

The Guidance Workshop was fortunate to have as speakers and discussion leaders three very dynamic people who were able to help us focus our thinking on three rather different aspects of guidance needs.

Dr. Geraldine Scholl is Professor of Education, University of Michigan. Her paper was entitled "Guidance: For Whom, What, By Whom, and How" and in it she drew upon recent studies by her, her colleagues, and some current doctoral candidates. She pointed up some of the problems in our present delivery systems for guidance and rehabilitation, the tendency to provide more for the able client who may really need less, and the need to prepare all clients for the possibility that there may be a need for several changes in career during a lifetime. In our rapidly changing technological society, no one can be sure how long his current job will continue and early education must prepare the individual for flexibility in meeting required changes. Also pointed out was the growing need for education, guidance and rehabilitation to prepare for life adjustment, whether the client is working or not.

Dr. Verna Hart, Assistant Professor at George Peabody College, talked about "The King of Challengers," the problems of the multiply handicapped blind child. Dr. Hart appealed for concentrated efforts to develop appropriate programs for these children with the current emphasis on accountability in education and in the light of recent court decisions which recognize the rights of the multi-handicapped. These children can learn, although their learning may be slow and the total learning may be less than that of the average student. For these children the best teachers are needed, and the teacher must have a variety of methods and approaches, knowledge of the mental ages of her students (far more important than their chronological ages), a good understanding of child growth and development, a knowledge of task analysis, and an ability to make her teaching purposeful. Above all, the teacher must believe that her children can learn!

Mr. Ray Taylor is Supervisor of Children's Services, South Carolina Commission for the Blind. In an era when programs for the education of the visually impaired have become elaborate, sophisticated, and supposedly child-centered, it is enlightening to hear of the difficulties Mr. Taylor is encountering in providing the minimum of service for the blind students in South Carolina. Aside from the real difficulties arising from the rural nature of the state, the nature of the blind population itself, and the poor financial situation, there are problems related to early identification and making contacts with visually impaired children. In many cases the school itself is unaware that a visually handicapped child is in attendance, and where the child's presence is known, there is a lack of qualified resource teachers. Problems are compounded by the reluctance of schools and agencies to cooperate in providing a continuous program for the education and habilitation of the student, and difficulties in effective utilization of existing monies.

Especially at the end of a convention where many successful endeavors in the education of the blind were related, Mr. Taylor's sharing with us of the South Carolina experiences was a stark reminder of the problems still confronting the education of the visually impaired in many areas.

The above report was submitted by Gerald Chambers, Guidance Workshop Recorder. For the 1972-74 biennium, the officers of the Guidance Workshop are as follows: Chairman—Nan Dempsey, New Jersey; Co-Chairman—Ray C. Taylor, South Carolina; Recorder—Eleanor Schneider, Perkins School for the Blind.

FROM THE FIELD

Your editor is trying the above column heading as a means of setting aside a section of FOUNTAINHEAD for reports from the schools and agencies, chiefly reports of activities and curriculum development that might be of interest to many readers but about which there is no formal publications so that the activity report could be listed in the Publications column. Many of you are just great about sending this kind of information to the central office—we hope that more of you will do it!

Intensive Office Education Class: From the New Mexico School comes news of an intensive office education class in the general clerical area, begun in 1968 and funded through the Vocational Education Amendment. Need for the program was determined by the continuing need for office personnel in the business world. The class meets for two periods, five days a week. The students are boys and girls in the 11th and 12th grades, selected according to interest, ability, and faculty or advisor's recommendation. Work is on a project basis with individual instruction and continual supervision. Materials and equipment are comparable with those in industry and business and students build skill in production while recitation and lectures are held to a minimum. Prerequisites for this class are general business and two years of typing. Students are also encouraged to take business law. Training units include office machines, filing, business letter writing, and typing of special business communications. Students obtain practical experience by working in the school office, library, store room and as teachers' aides.

An advisory committee of selected community leaders serves in a consulting relationship. Since the beginning of this clerical class, many graduates have found gainful employment and others have found it quite helpful toward further education. For further information contact Mrs. Beatrice Carmichael, business teacher, New Mexico School for the Visually Handicapped, Alamogordo, N.M. 88310.

Communication and Computation Skills: From New York comes "Communication and Computation Skills for Blind Students Attending Public Schools," a curriculum guide especially designed for the itinerant teacher of the visually handicapped. Since these children vary so in their ability and in their school settings, this is also a guide to prescriptive teaching. It covers such fundamentals as the symptoms of immaturity, the causes of slow progress, and the various supportive measures which could be taken. It discusses the development of social and emotional readiness for learning, of course with emphasis on development of tactile discrimination and the fine coordination necessary to the demanding task of reading by touch.

Other sections of the guide cover braille reading and writing, using both the braille writer and slate and stylus, the rationale and mechanics of teaching signature writing, and the teaching of the Nemeth Code, scientific notation, and mathematics aids. A closing section covers the modifications necessary in order to teach braille to the adventitiously blinded child.

Copies of this guide may be obtained by writing to Miss Josina Bakker, Program Supervisor, Visually Impaired Program, 333 W. Hoffman Ave., Lindenhurst, N.Y. 11757.

San Diego Optacon Project: Under ESEA Title VI-B the San Diego Unified School District has implemented a project to: (1) evaluate the Optacon as a tool for the blind student; (2) develop materials and techniques for the teacher to instruct blind students in reading by means of the Optacon; and (3) develop training procedures for blind students to learn to read by this means. A well illustrated report is now available indicating the steps in this teaching process which has now enabled some students to read regular print books outside the classroom, to read directions on packages, to select items in a supermarket by reading the labels themselves, select for themselves the birthday cards they want to send to friends, look at prices on items as they shop, look up telephone numbers. Five students of varied backgrounds and abilities have achieved new independence.

ESEA Title VI-B funds have provided for the dissemination of a limited number of brochures, student manuals and teacher manuals. To request materials or information contact: Mr. C. Robert Calhoun, Supervisor, Exceptional Child Program, 6404 Linda Vista Road, San Diego, CA 92111.

PUBLICATIONS

Social and Rehabilitation Services for the Blind: This is the title of a book edited by Richard E. Hardy and John G. Cull, two leaders in the training of rehabilitation counselors. Although intended especially for professional workers in rehabilitation, the book could be a useful resource for educators. Especially relevant is the section concerned with "Blindness and Its Impact" which includes a well organized discussion of Eyes and Vision, a chapter on Attitudes and Blindness, a description of Research on Psychological Factors Associated with Blindness and another on the Psychological Adjustment to Blindness. Finally this section provides a discussion of Eye Health and Prevention of Blindness.

Other sections include a detailed history of work for the blind told through the lives of the men and women who built our field, discussion of governmental and private programs, descriptions of rehabilitation services in all their complex facets, and a discussion of social and educational services. Each chapter was written by a specialist, well known in that particular area and most chapters provide extensive reference lists.

Published by Charles C. Thomas, Springfield, Illinois.

Coping with the Unseen Environment: this book is described as "an introduction to the vocational rehabilitation of blind persons" and was written by Dr. Herbert Rusalem, Professor of Education at Teachers College, Columbia University. It covers some of the same ground covered by the book described above with each area directly oriented toward its effects upon vocational rehabilitation. Strangely little is said about education, as if it were not the foundation upon which rehabilitation must surely build. Again there is discussion of Vision Problems and Vision Restoration, Attitudes Toward Blindness, and Psychological Consequences of Blindness, three chapters in a first section of the book called, "Vocational Rehabilitation Problems and Possibilities for Blind Persons."

A second section of the book discusses in detail the steps of the vocational rehabilitation process, including various aspects of evaluation, counseling, training, and placement, with a broad overview which pulls all this together. A final section is entitled "Special Vocational Rehabilitation Service Considerations in Serving the Blind" (although the entire book is about the rehabilitation of blind persons) and discusses sheltered employment, services for the multiply handicapped, related disciplines especially needed to serve blind clients, and hopes for the future.

Published by Teachers College Press, 1234 Amsterdam Avenue, New York, N.Y. 10027.

Elizabeth: Especially pertinent to our field is this slim little book by Sharon Ulrich with an introduction and commentary by Selma Fraiberg and Edna Adelson. The book appeared some months ago and many of our members probably already know it well but since it was impossible to find space in these columns for earlier recognition of the book it seems important to list it now so that no member will miss it.

Written by the mother of a blind child, the book tells what it means to a family to have a blind child, how that family can recover control of its emotions and how much the family can and must do to help the young blind child to develop. Much of the material is presented in such detail that the book could be used as a guide for parents of other blind children, each step of development recorded, with materials and procedures listed. The frank discussion of emotion can offer comfort to other parents while the practical descriptions of action taken offers guidelines even though, of course, no two children are the same and new needs must be met with new solutions.

Dr. Fraiberg ties in this very personal account with the University of Michigan Child Development Project which tried to determine just how blind children learn, how they substitute sound for sight, how they explore their environment. When some of these questions had been answered, the program translated the research findings into an educational design for blind infants and their families.

Dr. Adelson closes the book with some answers to the kinds of questions parents can scarcely fail to ask in relation to their blind children, questions about how child and parent can best relate to each other, play with toys, getting about independently, using the hands effectively and development of language.

A nice blending of the parent's very human reactions and the professional's wisdom!

Published by The University of Michigan Press, Ann Arbor, Michigan.

Fourth International Conference on Deaf-Blind Children: Under this title are published the papers presented at that historic August 1971 meeting at the Perkins School for the Blind. Since the program was carefully designed to cover just about every aspect of work with deaf-blind children, the book is an exceptionally fine resource for any worker with the difficult problems of these children. This is not a kind of work to be learned through books alone, but this book certainly tries to bring to the reader different points of view, different ways to teach deaf-blind children, and a rich blend of philosophy and "how to" steps toward the full development of deaf-blind children.

Published by Perkins School for the Blind, 175 N. Beacon Street, Watertown, Mass. 02172. Cost $5.00.

Attitudes Toward Blind Persons: The major papers presented at the AFB National Symposium on Attitudes Toward Blindness are now in printed form under this title. This National Symposium held in October 1971, was the highlight of the fiftieth year of the American Foundation for the Blind. The subject is a controversial one as is quite evident from the papers and from the summaries of group reactions to those papers. A good starter for discussion groups!

Available from the American Foundation for the Blind, address above.

Preschool Services: In 1969 and 1970 the Allegheny County Schools surveyed the needs of very young handicapped children and decided to focus on services for visually handicapped children through preschool summer classes. Individual and group instruction and experiences were provided and a great deal of work was done with parents. The very favorable results of these two summer programs led the Allegheny Intermediate Unit to create the "Plan for Itinerant Educational Consultant Services for Preschool Visually Handicapped Children", which was conducted in cooperation with the Pennsylvania Department of Education under Title VI-A, E.S.E.A. The objectives of the plan were "to provide parents with knowledge of and demonstration of specific educational techniques, to foster the learning of specific tasks before the child reached school age, and to provide direct service to the children." The program sought to extend the influence of educational programs through parents and para-professionals, and to develop close cooperation between the social worker, medical personnel, and the educational specialist. After two very successful years, the information has been put into printed form under the title, "A Model for Preschool Educational Services for Handicapped Children." Evaluation, instruction, and the coordination of varied specialists are all described in detail. The children involved are described in very interesting case studies. This could indeed be used as a guide for the development of preschool services, not only for visually handicapped children but for those with other disabilities.

Copies may be obtained by writing to Gayle Park, Director, Title VI-A, E.S.E.A, Allegheny Intermediate Unit, 311 Ross Street, Pittsburgh, Pa. 15219.

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FOUNTAINHEAD

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Our Cover: Tina enjoying a tape in the carrel designed by teacher Mrs. Helen Pomerlen and constructed by staff of the Indiana School for the Blind.

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NOTICE OF CHANGE IN CONSTITUTION AND BY-LAWS

A message from our Past President: As the senior member of your Board of Directors I have been requested to comment upon the amendments to the Constitution and By-laws and the proposal for a change in the dues structure of your association.

From the time I was elected a director of the Association in 1960, very shortly following the establishment of a central office, I have been able to follow closely the development of that office and the increase in service that has resulted therefrom. During this period there have been several occasions in which it has been necessary to consider an increase in dues in order to maintain and expand service. This was accompanied by the problems of accurately defining the function of a central office and an executive secretary. In the course of the past four years we have achieved a truly functional central office and have adequately defined the role of the executive secretary.

In our effort to provide more service to the membership we have followed the direction of the Long-Range Planning Committee to establish a plan for regionalization of the Association. The very marked success of the few regional meetings that have been held has indicated that regionalization would provide more opportunity for member participation and for better representation on the Board of Directors of the Association. Therefore, we are presenting to you for your approval amendments to the Constitution and By-laws that divide that part of North America from which our membership is drawn into six regions based upon population density of individual members.

In recent years many members of the Association have been concerned over the fact that only those members attending the biennial conference could participate in the election of officers. As a consequence, the Board of Directors is submitting for your approval amendments that will make it possible for each member to participate in the nomination and the election of officers and directors of the Association. As you will note, all the members of a given region shall have the opportunity to participate in the nomination and election of a director from that region.

Our Association operates on income derived from membership fees, with the exclusion of Life Membership fees which are set aside in a special emergency fund. Over the last few years, with the clarification of the financial operations of our Association, it has become apparent that we are operating upon a very marginal basis, this occurring during a period of inflation which has presented us with rising operating costs. If the membership votes to amend the Constitution and By-laws, the establishment of a regional structure with officers from the regions and increased service to them, the cost of operating our central office will increase.

Since the primary function of our Association is to provide service to members via the Board of Directors, the elected officers and the central office, it is desirable that we approve a restructuring of the organization so that we may accomplish this primary aim. Therefore, it becomes apparent that the amendments to the Constitution and By-laws should be approved. In line with the anticipated approval, it will be necessary that the new dues schedule set forth by the officers and directors of the Association be approved in order that the Association may remain a viable contributory organization. A portion of these dues will be placed directly at the disposal of each region; regions will not assess additional dues.

Carl J. Davis

Proposed Changes in the Constitution

Current	**Changes**
ARTICLE IV–OFFICERS	**ARTICLE IV–BOARD OF DIRECTORS**
The affairs of the Association shall be conducted by a Board of Directors. The Board of Directors shall consist of the immediate Past President and the following to be elected at each biennial meeting: President, President-Elect, First Vice-President, Second Vice-President, Secretary-Treasurer, and five Directors. Their duties shall be as indicated by their respective titles. The President is to be the Chairman of the Board of Directors. No president or president-elect shall succeed himself in of-	The affairs of the Association shall be conducted by a Board of Directors. The Board of Directors shall consist of General Officers and six Directors; General Officers shall be the immediate Past President and the following to be elected by mail ballot to the entire membership preceding each biennial meeting: President, President-Elect, First Vice-President, Second Vice-President, and Secretary-Treasurer; the six Directors will each represent and be elected by his region. Their duties shall be as indicated by

fice, and the term of any officer shall be two years, or until his successor is elected. The Board of Directors shall have the authority to appoint replacements for any of the above officers when vacancies occur during the biennium, and to appoint an Executive Secretary, whose duties and responsibilities will be directed by said Board.

ARTICLE VI–MEETINGS

Regular meetings of the Association shall be held in even-numbered years, at such times and places as may be designated by the Board of Directors, notice of which shall be sent to all members not less than three months prior to the date of proposed meeting. No meeting shall be held in a location where all members cannot freely participate and be fully accommodated without discrimination, regardless of race, color, religion, national origin or ancestry.

ARTICLE VII–AMENDMENTS

(Will become Article VIII)

their respective titles. The President is to be the Chairman of the Board of Directors. No president or president-elect shall succeed himself in office and the term of any General Officer or Director shall be two years or until his successor is elected. The Board of Directors shall have the authority to appoint replacements for any of the General Officers when vacancies occur during the biennium; the replacement responsibility, if necessary, of a Director shall lie with the region he represents. The Board of Directors shall have the authority to appoint an Executive Secretary, whose duties and responsibilities will be directed by said Board.

ARTICLE VI–MEETINGS

Regular meetings of the Association shall be held in even-numbered years, at such times and places as may be designated by the Board of Directors, notice of which shall be sent to all members not less than three months prior to the date of proposed meeting. The governing bodies of regions will begin biennial regional meetings by the calendar year 1975 and will hold such meetings in all odd-numbered years thereafter. Regional meetings shall not be held in even-numbered years. No meeting shall be held in a location where all members cannot freely participate and be fully accommodated without discrimination, regardless of race, color, religion, national origin or ancestry.

ARTICLE VII–REGIONS AND CHAPTERS

The Association shall be made up of six regions which shall be defined as follows:

Northeast: The Province of Quebec and areas of Canada east of that province, and the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut.

Middle Atlantic: The Province of Ontario and the states of New York, New Jersey, Pennsylvania, Delaware and Maryland and the District of Columbia.

Southeast: The States of Virginia, West Virginia, North Carolina, South Carolina, Georgia and Florida, and Puerto Rico and Virgin Islands.

North Central: The Province of Manitoba, and the states of Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Iowa, Missouri, Illinois, Indiana, Ohio and Kentucky.

South Central: The states of Colorado, New Mexico, Texas, Oklahoma, Arkansas, Tennessee, Louisiana, Mississippi and Alabama.

Western: All remaining provinces of Canada and the states of: Montana, Wyoming, Idaho, Utah, Arizona, Nevada, Washington, Oregon, California, Alaska and Hawaii.

Within these regions chapters will be sanctioned in accordance with the Chapter Guidelines and Board Policies wherever a ready-made constituency is available except that every effort shall be made not to have a single chapter cross regional lines.

ARTICLE VIII–AMENDMENTS
(Former Article VII)

Proposed Changes in the By-laws

5. Duties of Standing Committees shall be . . .

d. *Committee on Nominations:* This committee shall present a list of nominees at the business session designated for the election of officers. The Nominating Committee shall recommend at least one person for each position to be filled. Before nominations are voted upon by the Association, the presiding officer shall invite nominations from the floor. The Immediate Past President shall serve as Chairman of his Committee.

5. Duties of Standing Committees shall be . . .

d. *Committee on Nominations:* The committee, of which the immediate Past President shall normally be Chairman, shall prepare a mail ballot that shall consist of at least two candidates for each elective position for General Officers of the Association excepting that of the Presidency which is automatically to be filled by the President-Elect. Preparation of the ballot shall be based upon recommendations solicited from the membership at large. The ballot shall be presented by mail on April 1 of each even-numbered calendar year and must be returned by May 1 of that year to the central office. The newly elected officers will assume office at the final business meeting of the Biennial Conference occurring in that year.

> (1) At a date no later than October 15 of each uneven-numbered calendar year, the chairman shall solicit from each voting member of AEVH via mail preliminary nominations for each elective position for General Officers of the Association, with consideration for representation by regions and all categories of membership (Publication of the request for nominations with appropriate return form in FOUNTAINHEAD shall meet this requirement). Nominees for President-Elect shall at some time have served on the AEVH Board of Directors

or as an officer. Responses must be mail-dated no later than December 1 of that year.

(2) Each preliminary nomination must be accompanied by a biographical sketch of not more than 150 words, and by a signed statement of that nominee assuring that he will serve, if elected, and that he has adequate financial resources to attend Board meetings.

(3) On January 15 of each even-numbered year, a preliminary ballot will be mailed to each voting member of AEVH, this ballot to have been prepared by the Committee on Nominations based on the above responses and with consideration for geographical regions and for the various categories of AEVH membership. Each ballot shall be accompanied by a copy of the biographical sketches of those named on the ballot. The return ballots must be mail-dated no later than February 15 of that year.

(4) Each voting member of AEVH may vote for two candidates for each elective position on the preliminary ballot. Only individual members are voting members.

(5) The two candidates receiving the highest number of votes for each elective position open will constitute the final ballot. In case of a tie for the second position on the ballot, the tied candidates will all be included on the final ballot.

11. All elections of officers shall be by ballot. All members present shall be qualified to vote.

11. All elections of General Officers shall be by mail ballot of members qualified to vote, i.e., individual members.

12. (Will become 13)

12. Regions:

(a) All AEVH members shall be members of the regions in which they reside.

(b) Each region shall elect a Chairman, a Chairman-Elect who shall carry the responsibilities of the Chairman should that individual be unable to carry his responsibilities, a representative to the AEVH Board of Directors (Director), and a Secretary-Treasurer who shall maintain minutes and necessary financial records and who shall be responsible for transmitting copies of all such records to the central AEVH office at designated intervals. At the discretion of the members of a given region, that region may have additional officers and/or directors. All officers shall be elected for terms of two years by the full membership of that region by mail ballot and beginning in 1974, the mailing out of that ballot shall coincide with the mailing out of the ballot for international association General Officers. Further relationships between the central and regional organizations shall be developed by the AEVH Board of Directors and presented in a policy statement by that Board.

13. (Present 12)

DUES CHANGES PROPOSED

Your Dues Study Committee and your Board of Directors recommend the following changes in membership categories and in dues structure to cover inflationary costs over the past five years and the added costs due to direct service to the membership through regionalization. Some of this increase will be paid directly to each region for local use. The proposed changes in individual membership dues are proportionate increases based upon the origional differences between types of membership.

Houseparent, Parent, Health Personnel and Teacher Assistants	$13.00
Houseparent Aid or Child Care Aid	9.75
Foreign Member	13.00
Classroom, Itinerant, Resource Teacher	19.50
Administrator, Psychologist and all others	26.00
Agency Membership	25.00
Student (full time) and Retired	6.50

School Corporate—$1.00 per child enrolled September 30 or $50.00, whichever is greater

To overcome the reluctance of some married couples both working in the education of the visually handicapped, each to pay full individual memberships, and to eliminate the unnecessary dual mailing of publications to husband and wife where each one does not wish a personal copy, the following combination individual membership to AEVH was proposed by the Dues Study Committee and recommended by the Board of Directors, in addition to the above changes:

For a combination husband and wife membership, dues shall be figured with the primary membership at the higher type dues with the other spouse's dues to be half of the membership type for that spouse. For example, administrator husband and wife teacher, $26.00 + 9.75 = 34.75; husband and wife teachers, $19.50 + 9.75 = 29.25; husband houseparent and wife teacher, $19.50 + 6.50 = 26.00. In the case of husband-and-wife memberships, only one copy of publications and other communications will be mailed. However, for voting purposes, each is regarded as an individual member.

AEVH NEWS

Membership: Your Membership Chairman, First Vice-President Norman Reimer, is delighted to report that as of March 5, total AEVH membership for 1973 has reached 2,310. Naturally we anticipate that additional memberships will continue to come in during the next several months but since total membership at the end of 1972 was 2,305 we are happy to report that the 1973 membership has already exceeded the final figure for 1972.

We thank all of you who recommended AEVH to your friends and colleagues. We hope you will continue to do this. It is not too late to join for 1973! New members will receive copies of EDUCATION OF THE VISUALLY HANDICAPPED and FOUNTAINHEAD for the full year and they can have a part in shaping policy in the regions which may, if approved in mail balloting later this spring, begin to organize next fall. In addition, local chapters are forming in many areas, some on a state basis, some on a metropolitan basis, some on the basis of university setting. Be a charter member in your area! AEVH can be what you want it to be—but only if you become active in it.

Salary Survey: Last fall your central office circulated a questionnaire to obtain basic data for the regularly conducted salary survey covering positions related to the education of visually handicapped children. Unfortunately the nature of the questionnaire was such that administrators of day classes found it difficult to use and too little information came from day classes for any meaningful report. A good number of responses came from residential settings and the compilation of this material has been completed and has already been shared with all who sent data in, and with all school corporate members of AEVH. All members of AEVH are welcome to copies. If you would like one, just send a request to your central office.

CEC Interagency Committee: On January 9, your Executive Secretary had the privilege of representing AEVH at the Washington, D.C., meeting of the CEC Interagency Committee. This is a group of heads of national organizations which is called together from time to time by CEC to update information from Congress and relevant federal bureaus, such as Office of Education, Office of Child Development, Division of Developmental Disabilities, etc. Not surprisingly, major discussion centered in lack of funds, the President's veto of legislation providing help for the handicapped, and the impounding of funds. Out of the hours of discussion, chiefly two messages come:

(1) This is a period of rapid, vast, and often unpredictable changes in Washington and many of these are quickly reflected on the state and local scene. New faces appear, old faces disappear and the public relations job relating to handicapped children must be done all over again. Moreover, the general rule is to provide less and less money, especially at the federal level. It will become more and more necessary for those who care about visually handicapped children, for example, to persuade authorities in their own states of the need for funds. The general pattern of revenue sharing places more responsibility at the state, or even the local, level. As money is shifted to the state level, it is likely to be "up for grabs."

(2) All of special education, and categorical programs such as those for the visually handicapped especially, must provide proof of their worth. The new people with responsibility for funds tend to ask why special children are "special" and, even more,

whether special education is doing more for those children than the regular classroom could do. If we are to defend our programs we must have *facts.* Try to think of how data, which may already lie in your files, could be focused on proof that your school, your class, your special methods and materials are really worth the taxpayers' money. If you are planning a study, perhaps collecting data for another purpose, think how such evaluative data could be built into it. The day you are asked to provide such data for a legislative or similar committee will be too late. Collect your data now!

MEETINGS AND CONVENTIONS

Interstate Conference: A local chapter is in the process of forming in, roughly, a hundred-mile radius around Wilmington, Delaware. The chapter planning group will hold its first conference on May 5, 1973, at the Benjamin Franklin Hotel in Philadelphia. AEVH members and other teachers and staff within the above defined radius whose names are available will receive pre-registration forms by mail. However, it is feared that some people may be missed, either because they live somewhat beyond the defined area or because their names are not known to the planning group. This notice should be regarded as an invitation to all interested persons to attend the conference. In order to pre-register, simply send your name and address, along with a check for $7.50 to cover lunch plus registration to AEVH, 1604 Spruce Street, Philadelphia, Pa. 19103. Deadline for all pre-registrations is May 1. You may also register at the meeting, beginning at 9:15 A.M.

The conference is fortunate to have as its keynote speaker Miss Josephine Taylor, whose topic will be "The Non-Teaching Role of the Teacher." Miss Taylor is Coordinator, Units on the Visually Handicapped, Multihandicapped, and Interrelated Areas, Office of Education, Department of Health, Education and Welfare, and is already well known to many of our members especially in New Jersey. Miss Taylor will speak at 10:00 A.M.

In the afternoon, beginning at 1:30 P.M. and following luncheon which will be served at noon, participants may choose among three meetings, all with outstanding leadership. One will be a "rap session" designed to give teachers a chance to communicate with their fellows, comparing solutions to problems, guidelines to decision-making, and innovative ideas. One will be structured around a comparison of the differing ways in which various stages organize their itinerant teacher programs with the hope that each may learn from the other. A third will bring competent speakers on mobility in the day school program, methods of teaching math, and low vision.

Council for Exceptional Children: Approximately 10,000 special educators are expected to attend the 51st Annual International Convention of CEC to be held at the Dallas Convention Center, April 22-27. The convention will target practical aspects of educating handicapped and gifted children with more than two-thirds of the sessions in the form of either demonstrations or workshops. Within the total CEC program, the Division for the Visually Handicapped, a section of CEC, has arranged the following:

April 23, 9:00–12:00: Developmental Assessment and Programming for Young Multi-Handicapped Children, led by Dr. Rose-Marie Swallow, California State University.

April 23, 1:00–4:00 P.M.: Visit to the Callier Speech and Hearing Center with related programs related to deaf-blind children.

April 24, 9:00–12:00: Practical Application of Intervention Techniques for Multi-Handicapped Individuals, a demonstration led by Carl J. Kirchner, California State Department of Education.

April 24, 1:30–3:00 P.M.: Business Meeting of Division for the Visually Handicapped.

April 24, 3:30–5:30 P.M.: Student Workshop

April 24, 8:00–10:00 P.M.: Social Hour

April 25, 3:15–5:00 P.M.: Practical Application of Research and Technology in Serving Visually Handicapped Children, a series of concurrent discussions about present and projected research, led by Dr. Emerson Foulke, University of Louisville.

April 26, 1:15–3:00 P.M.: Developmental Movement and Spatial Orientation for Visually Handicapped Children, a demonstration led by Dr. Donald Walker, University of Virginia.

April 27, 8:45–10:15 A.M.: Non-Academic Needs of Visually Handicapped Children, a workshop led by Donald Edwards, Oregon School for the Blind.

AAWB Convention: Cleveland will be the scene of the 45th Convention of The American Association of Workers for the Blind, July 22-25, at the Hotel Statler.

The tentative schedule of speakers to cover new advances and techniques in dealing with the blind includes: Aris Mallas, President, Management Service Associates, Austin, Texas, who will be the keynoter; George Klinkhamer, State Service Coordinator, HEW; Dr. Kenneth Ingham, Director, ARTS Service Bureau; C. Stanley Potter who will lead a discussion of the Radio Talking Book; and Dr. Arnold Patz, Wilmer Ophthalmological Institute. A number of special workshops and symposiums will be held, including a Public Relations Workshop on July 22.

Seminar on Low Vision: The Lighthouse, The New York Association for the Blind, will hold a seminar on November 9 and 10 to celebrate the 20th anniversary of the agency's Low Vision Clinic, the oldest such clinic in the world. The two-day seminar will place emphasis on the contribution of opthalmologists, optometrists and opticians to the field of low vision, with papers, workshops, and practical demonstrations of advances in low vision techniques.

Applications and additional information may be obtained from Clare M. Hood, R.N., Administrator, The Lighthouse Low Vision Clinic, 111 East 59th Street, New York, N.Y. 10022.

Mobility Conference in Florida: The Florida School for the Blind in St. Augustine hosted the second annual meeting of the Southeastern Mobility Interest Group in February with 37 mobility specialists in attendance. Topics of discussion were Low Vision Evaluation and Training, Training of the Multiply Handicapped, and Use of Aides. Leaders were practitioners in the field and there was much spirited interaction and sharing of ideas. Tentative plans have been made to hold next year's conference at Florida State University, Tallahassee, under the chairmanship of Mr. Mike Elliot, currently at Georgia Academy for the Blind.

PERSONNEL

Utah: Itinerant teacher needed, to work with visually handicapped high school students in Salt Lake City, Utah. Applicant needs to be a career person, willing to stay more than two or three years. Contact LaVonne Noren, 1838 So. 15th East, Salt Lake City, Utah 84105.

Seeking Work with Multihandicapped Children: Experience includes teaching in residential setting, in special summer camp and school programs for visually handicapped, plus four years as an itinerant teacher. Academic credentials include M.S. in Special Education from Hunter College and additional graduate work at Teachers College. Available for position, fall of 1973, within commuting distance of New York City in residential or day educational program. Contact Swapna Oakley, 2217 Hering Ave., Bronx, N.Y. 10469. Telephone 212 231-2988.

Wisconsin: Coordinator for Professional Services Center—a challenging, exciting position for one with ingenuity, creativity, administrative ability, to: (1) Assist professional staff at the Wisconsin School for the Visually Handicapped in preparation of instructional materials, including tactual, audio, graphic, and printed materials and units of instruction for a wide variety of subjects; (2) Develop and maintain inventory of all types of specialized instructional materials both at the school and in local school districts through Wisconsin; (3) Develop and maintain instructional materials depository and distribution system, statewide, coordinating with Administration, School Librarian, State Consultants and all professional staff.

Minimum requirements include Bachelor's Degree with professional education sequence including student teaching, eligibility for certification in Wisconsin as a teacher of the visually handicapped, and at least 2 years successful experience in teaching the visually handicapped. Salary range $842.00–1,122.00 per month.

Contact William H. English, Superintendent, Wisconsin School for the Visually Handicapped, 1700 W. State St., Janesville, Wisc. 53545.

Health Services Administrator Available: Seeking a position to demonstrate skills in public education, planning and research of program design; evaluation and data collection. Masters of Science in Hygiene in health services administration, University of Pittsburgh, 1972, with thesis related to identification and prevention of developmental disabilities. B.S. in Biological Science, 1971. Part-time experience in commissioned sales and food service. Contact Rose S. Diottavio, R.D. #1, Downingtown, Pa. 19335.

Teacher Available: Man, age 43, B.A. degree, desires position teaching in residential school (elementary or junior high), home teaching, or counseling in state or private agency. Varied talents and experiences. Recent experience teaching in residential and public schools. Contact Donald J. Carter, 414 W. 10th St., Lamoni, IA. 50140.

REPORT OF THE PRIMARY GRADES WORKSHOP

In the first meeting, Mrs. Ina Kurzhals of the Utah School for the Blind, presented reading readiness materials for young blind children. She explained and displayed various books she has made including Texture Books, the Button Book, Paper Book, Flower Book, and Toy Book. The format of the books is consistent. Page numbers, names of pictures, and all written materials are in Grade II Braille. Hand-made library books introduce the concept of library resources before the children are ready for commercial library books and stress skills, such as turning a page to complete a sentence. Hilda Caton of the American Printing House for the Blind explained the part that organization plays in the preparation of materials for the young child, including the preparation of a guide book, a detailed lesson plan book, and the readiness books. APH will produce some of the readiness books but not those which must be hand made.

In a second meeting, Elizabeth Martina presented "Materials and Methods - Orthodox or Not." She explained the materials she has developed for situations in which she could find no textbook or commercially made materials. Following are some examples: Playdough with map pins or upholstery tacks can be used for braille letters and numbers. Dried beans, peas, or various textured buttons can be used for place value in math. Cookies that are stuck together in long strips can be used for addition and subtraction. Crackling materials can be used for listening skill development, as can sand, gravel, rice, nails, etc., in pop cans. A "smellateria" can be made to teach the distinguishing of odors, pleasant, unpleasant, and even dangerous. For texture study, items such as sand, sugar, cornmeal, and flour can be put into small but strong boxes. Members were encouraged to be creative and to try to give students a variety of experiences.

In a final session the role of the itinerant teacher was discussed, along with presentation of slides from San Luis Obispo. The itinerant teacher must be a friend to teacher, parents and children. She must be ready for sacrifice, ready to serve more where more is needed, trying to bring each child in line with his classmates. She can give supportive aid to the regular school program, answering to the needs of each child. She is involved with mobility to enable the child to travel within his environment. She must be a counselor to parents and children so that each child and his parents can learn to accept his limitations.

Officers for the 1972-74 biennium are: Co-Chairmen—Mrs. Elizabeth H. Martina, San Luis Obispo, California and Mrs. Ina Kurzhals, Utah School for the Blind; and Recorder - Miss Hilda Caton, American Printing House for the Blind, Louisville.

REPORT OF THE PRESCHOOL AND KINDERGARTEN WORKSHOP

At the first meeting Christine P. Kephart gave a slide presentation of her kindergarten children showing how she teaches some of the basic concepts.

Body image is developed through play with the following suggestions: (1) Movement - put the child in a big sack and let him name each part of his body as he wiggles out. (2) Size and movement - let the children play train and use the Sesame Street song. (3) Trace bodies on paper - children lie down and use full length paper, add details for partially seeing child. (4) Mirror image - use full length mirror.

Body Language and social awareness may be taught through puppets, including how we change facial expressions, how we express feeling through body movement.

Self-Care may be taught through the 'We Dress for the Weather Game,' Flannel Board weather clothes, Dapper Dan and Dressy Bessy Dolls, and the American Foundation for the Blind shoe lace aid.

Shapes may be taught through a variety of materials, some teacher-made, some from kits such as the Peabody Language Kit, the Play School Mailbox, the Sifto Shape Puzzle, various pegboards, puzzle shapes, sticks and pegs.

For teaching visual perception to low vision children, it is possible to use Tell and Draw-A-Shape, posters, color/shape bingo, perceptual development cards, and various puzzles.

For teaching Language Arts and Reading Readiness, the following are appropriate: The Child and His World tapes, various uses of the tape recorder and taped programs, Language Master for alphabet mastery, O'Hare Starite-Alphabet Learning and Letter Discrimination, Unit #2, the Peabody kit, and many others.

For teaching Numbers it is possible to use the color chips of the Peabody Language Development Kit, a counting frame, colored blocks for patterns and counting, tactile numbers, etc.

A list of all the materials suggested was provided.

At the second meeting, Mr. Harold Hodges, Principal of the Kansas School for the Blind, led an informal discussion on services for preschool visually handicapped children. All agreed that the need was great and identification of these children is the most difficult part of it. Sources of referrals were listed and suggestions for counseling of parents were made. It was decided that in too many places a number of people work on the problem, but without communication and cooperation. There is need for a team made up of all who are involved in the identification process, the counselor, public nurseries and kindergartens, and all the educators of blind children.

At the third meeting Dr. Don Walker from the University of Virginia described his program for teaching body image. In this research he used the Cratty concept of five basic dimensions: (1) body planes (front, back, top, bottom, side); (2) body movement; (3) body relationship to other objects; (4) laterality and (5) directionality. Daily lessons in body image were provided to 21 kindergarten children while another nineteen formed a control group. The study showed superior gains in body image for the control group. Planes and laterality were most improved, directionality was least improved and it was concluded that this was difficult for this age group. There was a high correlation of M.A. and I.Q. with body image. Children with lower I.Q. gained most, those with low I.Q. plus low vision gained most of all. This structured program did prove an effective means for teaching body image at the preschool level and the teaching can be done by an aid or by volunteers. It is not clear that use of a doll is effective because the child does not always understand how the doll relates to his own body image.

Officers for the 1972-74 biennium are: Chairman - Arloine Hutcheson, Texas Commission for the Blind; Co-Chairman - Linda Akau, Washington State School for the Blind; Recorder - June Morgan, Georgia Foundation for the Visually Handicapped; Alternate Recorder - Evelyn Riggan, New Mexico School for the Visually Handicapped.

EQUIPMENT AND TECHNOLOGY

Cassette Recorder from APH: The American Printing House for the Blind announces the availability of a new APH-modified GE M8355A Cassette Recorder which is described as one of the finest and ready for immediate delivery. The recorder features two speeds: the standard 1 7/8 ips and the new Talking Book speed of 15/16 ips. Variable speeds are also available, permitting an increase by 40% or decrease by 30% in speed. Normally, the machine is powered by 6 "C" batteries but an AC adaptor is supplied with the unit through which it can be operated on 110 Volts, 60 Cycles.

Tone indexing is provided for the first time in a cassette recorder through a tiny tone generator which allows the user to mark or index at any point while recording. Any cassette with pre-recorded tones can be heard on this recorder. The function-select keyboard has raised symbols to aid in identification. Additional features include: automatic record-level control, pop-up cassette eject, a handsome black cabinet of high impact plastic with chrome trim, detachable shoulder strap in addition to the fold-away carry handle, a pause feature, high quality dynamic microphone with remote stop-start switch, a single button-type earphone for private listening, and jacks for optional accessories. These optional accessories include a patchcord for recording direct from a radio or other sources, and a foot-pedal switch for starting or stopping the recorder.

Cabinet dimensions are 10 x 10 1/2 x 3 inches; weight is 5 pounds. A Braille instruction manual is included.

Please order Cat. No. 1-0701 for the recorder at $72.50; Cat. No. 1-0703 for the Patchcord at $4.00; and Cat. No. 1-0702 for the Foot-pedal Switch at $6.95. Currently a two-track machine, it will be possible to convert it later to four tracks if, and when, such materials become available.

IMRC at APH: For a nice account of the Instructional Materials Reference Center for the Visually Handicapped at the American Printing House for the Blind, see an article by Carl Lappin, Director of the Center, in *Teaching Exceptional Children,* Winter 1973 issue, pp. 74-76. Also of possible interest is the section of this journal called "Teacher Idea Exchange." Classroom teachers are invited to send in 500 to 600 word descriptions of instructional materials and techniques they have designed. Most of these would not be useful for visually handicapped children but your FOUNTAINHEAD would be glad to run a similar column to report the innovative things *you* are doing with visually handicapped students. Want to share? Just send your writeup to the Editor.

From Howe Press: Howe Press still has available a few of their delightful and colorful calendars for children. The "1973 Golden Aseop's Fables Calendar" with animal antics and holiday-birthday stickers makes it possible to personalize the calendar for each child or for each class. Braille, ink print, gay pictures, short stories for the very young and fun facts for the older child - all on one calendar!

Order from Howe Press, Perkins School for the Blind, Watertown, Mass. 02172. Price $1.50.

Intelligence Tests: Under the leadership of W. Scott Curtis, Chairman of Speech Pathology/Audiology, University of Georgia, a conference was held in early December, 1970, on intelligence tests for the blind. The tests chiefly discussed were various performance measures, including the Haptic Intelligence Scale for Adult Blind, the Raven Progressive Matrices, adapted for the blind, the Stanford-Kohs Block Design Test for the Blind, the Tactual Reconstruction Pegboard, the Vocational Intelligence Scale for the Adult Blind, and three procedures which are not performance in nature, the Personal History Survey, the Diagnostic Interview, and the Sentence Completion Test. Post-conference activities have included development of film and slide presentations, and planning for test modification and validation. The final report on this project is: "The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference," available from W. Scott Curtis, Chairman, Speech Pathology/Audiology, University of Georgia, Athens, Georgia 30601.

Reading Aids: The spate of reading aids of various kinds in recent years is such that one can scarcely keep up with them. Evaluation of them is extremely difficult since, assuming that they function well as equipment, what fits the need, the ophthalmolgic condition, and the temperament of one individual well may be anathema to another.

One which is receiving wide study is the Optacon which is being tested through use by several agencies serving adults and by several schools, including Overbrook School for the Blind and Florida School for the Blind. Previously the cost of the Optacon unit was $5,000. As of March 1, the price was revised to $3,450 for the Optacon, Model R-1B plus $500 for a training course in its use. For further information write to Telesensory Systems, Inc., 2626 Hanover Street, Palo Alto, Calif. 94304.

As if following in the footsteps of the Optacon which enables the blind person to read ink print, is the device of Dr. Paul Bach-y-Rita, which is also currently under study at Overbrook School, and which may, hopefully, some day be a practical mobility aid. It is, however, not as close to application as is the Optacon. Those who are technically inclined might be interested in a very recent book by Dr. Bach-y-Rita, *Brain Mechanisms in Sensory Substitution*, available from Academic Press, 111 Fifth Ave., New York, N.Y. 10003 for $9.75. The book traces sensory substitution from equipment to cortical mechanisms, to the practical end result and daringly suggests that ". . . the brain mechanisms is vision substitution should be equally applicable to sensory substitution systems compensating for other sensory losses."

More immediately available is the Pelco Visual Aid System which was first demonstrated last September. This is one of the now familiar group of camera-to-monitor devices which provides magnification for printed material placed under the camera. It is priced at $1275 for the complete system, including support table, illuminators, etc. For further information contact Pelco Sales, Inc., 351 E. Alondra Blvd., Gardena, CA. 90248.

PUBLICATIONS

From Shelter to Self-Reliance: This is the title of a truly delightful history of the Illinois Braille and Sight Saving School written by Walter B. Hendrickson, Professor Emeritus of MacMurray College, a man with a long history of varied associations with the school. In many ways, the book presents a history of all education of blind children in this country since the 1940's when the first steps toward the Illinois School were taken. A scholarly presentation, with a mass of fascinating detail, but never losing the exciting sense of constant growth and development, it is well worth reading. For copies, write to the Illinois Braille and Sight Saving School, 658 East State Street, Jacksonville, Ill. 62650. Price $6.00.

A Vocational Education Program for Blind Children and Youth: Here is the Phase I final report of a survey project at the Maryland School for the Blind, under the direction of Isaac P. Clayton, In view of the current widespread interest in improving the vocational education opportunities of visually handicapped children, this book is especially valuable since it combines an assessment of the current and projected occupational opportunities for visually impaired persons in Maryland with an evaluation of the job success of former students over a ten-year period. Not only are the findings clearly reported but the questionnaires and instruments used for the study are provided and could be equally effective for use in other places.

Write to: Isaac P. Clayton, Project Director, The Maryland School for the Blind 3501 Taylor Avenue, Baltimore, Md. 21236.

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Our cover: A deaf-blind child at the New York Institute for the Education of the Blind doing a "readiness exercise" under the supervision of his instructor.

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AEVH NEWS

CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS!

ARIZONA STATE SCHOOL FOR THE BLIND–Faculty
Dr. Edward W. Tillinghast, Supt.
Charles P. Varsolona, Chairman

ARKANSAS SCHOOL FOR THE BLIND–Faculty and Houseparent
J.M. Woolly, Supt.
Bill L. Underwood, Chairman

FLORIDA SCHOOL FOR THE BLIND–Faculty
W.S. Davis, Principal
Wynema J. Gatewood, Chairman

HALIFAX SCHOOL FOR THE BLIND–Faculty and Houseparent
Daniel S. Harmer, Supt. and Chairman

KANSAS SCHOOL FOR THE VISUALLY HANDICAPPED–Houseparent
Dr. Burton J. Lewis, Supt.
Harold L. Hodges, Chairman

NEBRASKA SCHOOL FOR THE VISUALLY HANDICAPPED–Faculty
Jerry Regler, Supt.
Roger H. Davis, Chairman

NORTH DAKOTA SCHOOL FOR THE BLIND–Faculty
Herbert D. Jeffrey, Supt.
Olga Neal, Chairman

OKLAHOMA SCHOOL FOR THE BLIND–Faculty
V.R. Carter, Supt.
Billie M. Carter, Chairman

PERKINS SCHOOL FOR THE BLIND–Faculty and Houseparent
Benjamin F. Smith, Director
William T. Heisler, Chairman

SOUTH CAROLINA SCHOOL FOR THE BLIND–Faculty
N.E. Walker, Supt.
David C. Champion, Chairman

SOUTH DAKOTA SCHOOL FOR THE VISUALLY HANDICAPPED–Faculty and Houseparent
George N. McCrea, Supt.
Dean North, Chairman

Honorable Mention goes to the following schools:

Georgia Academy for the Blind-88% Faculty

The Governor Morehead School-98% Faculty

Illinois Braille and Sight Saving School-86% Faculty

Virginia School at Hampton-81% Faculty

Virginia School for the Blind-91% Faculty and 86% Houseparent

Houseparent/Child Care Worker Certification

Since the early 60's, AEVH has offered a Houseparent Certification Service to its membership. In recent years it became obvious that, not only were the standards for certification difficult to interpret from an administrative standpoint, but because there were only a few applications, this service was not useful to our membership. As a result, Lee Jones, when he assumed the presidency of AEVH in June of 1972, charged the Chairman of the Certification Committee, Dr. Gideon Jones, with evaluating this certification service. Dr. Jones' first step was to make an informal survey of selected schools to determine if: (a) there was a current need for Houseparent Certification, and (b) what should be included in this certification. Based on the positive responses he received, Dr. Jones formed a study committee to review the current procedures and standards and to determine what changes should be made. This committee met in January at the Maryland School for the Blind to discuss the "what's and wherefore's" of Houseparent Certification. Copies of this material have been sent to all Residential Schools and additional sets may be obtained from the central office.

The Committee felt that it would be helpful if an explanation of the rationale for the requirements for each class of certification would accompany the introduction of this new certification.

One of the primary concerns of the Committee was that (beyond the agreed minimum expressed in Class A Certification) the requirements should not be linked with specific degrees or courses. It realized that the most valuable member on a school staff may never have had formal college courses and that it is this very individual who may possess the qualities (so often unmeasurable on an application form) which make the difference between a "good" houseparent and one who is truly superior. Therefore, the requirements for Class AA Certification are based on obtainable competencies, evaluated by a supervisor and verified by him on the application form. Class AAA Certification goes a step beyond this by requiring that the supervisor verify "exemplary" performance and by requiring that the individual applicant take the initiative in supplying evidence of advanced leadership skills and individual, innovative work in the field of supervision of children. It is expected that there will only be a handful of these workers who will qualify for this highest grade of certification each year. It was decided that the awarding of AAA Certification should be handled by a sub-committee of the Certification Committee. AAA Certification will be awarded annually after the sub-committee has considered the individual merits of each applicant.

As was true in the past, the Committee believes that individuals wishing to obtain some tangible evidence of their preparedness and qualifications to work with visually handicapped children will apply for Houseparent/Child Care Worker Certification. However, as the Committee met, it became obvious that what was being devised could also be used as a tool by supervisors and administrators during annual work review sessions and a step in self-evaluation for each worker. The check list in the third requirement of Class AA Certification provides a comprehensive, in-depth listing of the tangible qualities that should be possessed by all child care workers.

Where are our Life Members?: In 1970 your Board of Directors authorized the central office to print the names of paid in full Life Members in FOUNTAINHEAD if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If, after being listed for two consecutive years in FOUNTAINHEAD, the central office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Meeting of the Board of Directors, October 24, 1970, Louisville, Ky.)

Second Listing

Mary Mercer
303 Queens Avenue
New Westminster, B.C., CANADA

First Listing

William F. Davis
105 Perryman Rd.
Louisville, Ky. 40207

Roger Helmlinger
Ohio State School for the Blind
5220 N. High St.
Columbus, Ohio 43214

Dorothy Konrad
279 St. George St.
St. Augustine, Fla. 32084

Dr. Arthur Lown
Institute of Linguistics
Box 227
Manila, Philippines

Ms. Nellie Sue Marquith
24 E. Stewart Avenue
Columbus, Ohio 43206

Result of Ballot on Constitution Change: All members of AEVH recently received ballots through which to respond to a proposed change in Section 7 of our By-Laws. This section provides for the dues structure of AEVH. The proposed change merely eliminated four words from the section, thus making it possible to change the dues structure by mail vote, not merely by vote at a biennial meeting. The proposed change results from the belief of your Directors that all members of AEVH should have equal voice in the affairs of the Association, not merely those who are fortunate enough to be able to attend biennial conferences in person.

The final date for receipt of those mail ballots was April 15, 1973. Following that date, the ballots were counted with the following results:

In favor of proposed change	– 794
Against proposed change	– 44

The change therefore becomes official.

Currently, ballots regarding regionalization and actual changes in dues structure are being mailed. Please respond promptly to these so that you may have an active part in running your Association. Every vote is important!

Letters to HEW: Your last issue of FOUNTAINHEAD reported on a meeting of the CEC Interagency Committee where much concern was expressed about the future of funding for special education. We are sure that you all wish to be fully aware of developments in this area and are therefore sharing with you a letter sent,, under date of April 5, 1973, to the Secretary of HEW by CEC, and a supporting letter sent by your own President. The letters are being reproduced in full because the details in the CEC letter might be of value to you in your own situation.

April 5, 1973

The Honorable Casper Weinberger
Secretary of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

The Council for Exceptional Children is concerned about recent developments with regard to federal programs for the education of handicapped children that suggest to us inconsistency with President Nixon's policy regarding deinstitutionalization of handicapped children and HEW's policy of education for all handicapped children by 1980.

Because of conflicting reports on these developments, we have found it necessary to write directly to you in order to achieve clarification of policy regarding certain issues. Because of the critical nature of these issues, we are quite concerned about their impact on America's handicapped children, and therefore request your earliest possible response to the following questions:

Issue 1:

It is our understanding that approximately $26 million worth of Fiscal Year 1972 contracts and grants under the Education of the Handicapped Act have been held to be improper because they were finalized by the Contracts Office after June 30, 1972 and thus are now to be charged to Fiscal Year 1973 and Fiscal Year 1974 budgets. Thus $26 million intended to be spent in Fiscal Year 1972 will in fact not be obligated.

It is our further understanding that this amount involves:

1. $5,795,000 for centers for deaf-blind children
2. $5,871,000 for handicapped children in the Early Childhood Centers
3. $2,112,652 for regional resource centers
4. $3,223,539 for research and development
5. $8,471,562 for training and personnel
6. $848,332 for captioned films for the deaf and other media services
7. $199,000 for recruitment and information

It is our understanding that funds will be taken from Fiscal Years 1973 and 1974 for the Deaf-Blind, Early Childhood, and Regional Resource Centers and thus as a consequence no new children will be admitted to the centers.

Under the research program we understand that the Office of Education might have to drop several committments already made, most significantly the National Center on Law and the Handicapped. It is also our understanding that the colleges and universities conducting programs to train teachers of the handicapped will have to reduce their budgets by approximately 15%. This is despite the fact that in order to obtain Assistant Secretary Marland's goal of education for all handicapped it is critical to reduce the tremendous shortage of qualified teachers. While we do appreciate your very legitimate concern about improving contract procedures, and while we also applaud the efforts that you and some members of the Congress have exerted to enhance the quality and impact of contracts, it is our understanding that the contracts under question for the education of the handicapped were all delivered to the Contracts Office sufficiently prior to June 30 for their processing and that there is no challenge to their quality or impact from a professional point of view.

If the understandings as noted above are in fact true, then it seems evident that HEW is requiring that handicapped children assume the responsibility for errors made by the bureaucracy of HEW.

We hope that this is not your desire and that the reason that you have taken this action in regard to these contracts is because of lack of legal authority to spend money beyond the end of the fiscal year in which they were made available. Thus, Mr. Secretary, we would like to know the following:

Are our understandings on this issue correct? If not, where are we in error? If they are correct would you and the administration be willing to support legislation to give you the authority to obligate these funds? This authority would not require additional appropriations nor would it require you to spend funds beyond that which you intended to spend.

Issue 2:

It is our understanding that Title VI of the Education of the Handicapped Act, a program to provide aid to states for the purpose of educating handicapped children, will in fact this year be funded at a level of one million less than that requested in the President's budget for Fiscal Year 1973 (37.5 million), four million less than that spent for Fiscal Year 1972 (37.5 million), and 13.5 million less than the sum required under the continuing resolution (50.0 million). It is our understanding that the reason for this reduction is that the Department is requiring that the Office of Education fund each state at the lowest level that they would have received under the 1960 or 1970 census.

If these understandings are in fact true, we find their logic difficult to understand. It would seem that the Office of Education is obligated to follow the formula established by Title VI B of P.L. 91-230 as written in law. The law does not grant authority to use a combination of census figures. Thus states should be funded on the basis of 1960 census or 1970 census, not at the lowest of the two. Therefore, Mr. Secretary, we would appreciate knowing if our understandings of this matter are correct and if they are so correct, on what logic does the Office of Education defend such practice. Also do you intend to spend the full $37.5 million budgeted or the $50 million required under the continuing resolution prior to the end of this fiscal year.

Issue 3:

Finally, it is our understanding that the Office of Education intends to fund programs under Section 103 (a) (5) of Title I of ESEA at a level lower than that required by law. These are programs designed to provide education to handicapped children in state-supported schools and institutions. Because in many cases this program provides a total educational experience for these children and because of their limited numbers, the law exempts such children from the ratable reductions under the basic Title I program. It is our understanding that for Fiscal Year 1973 this program is authorized to receive $75,962,098, however, the Office of Education has apparently decided to ratably reduce this program at a rate of 80.2%, thus providing $60,938,922. In addition, it is our understanding that the Office of Education intends to use the 1960 versus 1970 census procedure discussed above under Title VI B which would further reduce funding under this program to a level of $50,191,000. This you will note is approximately $6 million less than the $56,380,937 provided under this program in fiscal year 1972 and $25 million less than what the law requires to be spent.

This procedure, if it is in fact true appears inconsistent with the President's expressed goal to improve conditions facing children in state institutions. Therefore, Mr. Secretary, we would appreciate knowing if the understandings we have noted above are in fact true and if they are true, how you can justify their continuance in a law abiding manner. Also do you intend to spend the full amount ($75,962,098) before the end of this fiscal year.

We realize, Mr. Secretary, that there are many critical issues facing your department today and you are often forced to make policy based upon interests broader than simply those of handicapped children, but we feel that it is imperative to share with you and to share with the millions of people in this country concerned about handicapped children the impact of your policies on the lives of these children who always seem to be at the short end of such decision making. We appreciate your prompt reply.

Sincerely,

William C. Geer
Executive Director

The Honorable Casper Weinberger
Secretary of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

The Association for Education of the Visually Handicapped strongly endorses the concern expressed by Mr. William Geer, Executive Director, The Council for Exceptional Children, regarding federal programs for the education of handicapped children. We urge that early and favorable consideration be given to the necessary change in policy that will permit maximum funding under existing law for all programs effecting the maximum educational development of handicapped children.

Sincerely yours,

Lee Jones
President

BRAILLE AUTHORITY REPORT

Under date of March 30, 1973, the following report of the AAWB-AEVH-NBA Braille Authority was received from its Chairman, Bernard M. Krebs:

"Substantial progress has been achieved during the past year in developing and expanding braille codes to meet the requirements of braille publishers, transcribers, students, and readers. The Revised Textbook Code, the Revised Mathematics Code, and the new Computer Code have added a wealth of necessary information in both symbols and techniques. With this material at hand, publications in braille will more accurately transmit the basic style and nuances of ink-print publications to the braille reader.

"With the expanded use of the International Braille Music Code, braille transcribers have raised many questions concerning the prescribed techniques and accuracy of intelligible presentation. The Braille Authority and its Advisory Committee on Braille Music Notation have been gathering comments and suggestions from the field and have undertaken the study of possible clarifications or revisions. As the study progresses, international consideration will be requested for any rule or principle which is shown to be ineffective or confusing.

"The National Braille Association has joined AEVH and AAWB in sponsoring the work of the Braille Authority. Since a great wealth of general and technical works are provided through the outstanding services of volunteer braille transcribers, the added sponsorship of NBA will bring an invaluable body of experience and know-how which will aid in guiding the Braille Authority toward achieving its goal of providing efficient and effective braille codes to the field."

PERSONNEL

Pre-Vocational Program Staff: The New York Institute for the Education of the Blind is seeking 2 persons experienced in the development and operation of pre-vocational programs for the multi-handicapped. Most of the group will be a deaf-blind population. M.S. degree preferred, experience in related area required. Send resume to Roger C. Walker, Director, New York Institute for the Education of the Blind, 999 Pelham Parkway, Bronx, N.Y. 10469.

Openings in Batavia: The New York State School for the Blind is recruiting personnel for the following positions for the 1973-74 school year:

Guidance Counselor: Ten months employment. Minimum starting salary $12,552 according to degree and experience. Must meet New York State Certification requirements. Prefer experience.

High School and Elementary: We are expecting one or two vacancies in each level. Vacancy now exists in English-Spanish. Starting salary $9,150, depending on degree and experience.

Residential Department Head: Experienced teacher to work in all dormitory areas. Starting salary $9,150 and up.

Interested persons should contact Thomas A. Patterson, Superintendent, New York State School for the Blind, Richmond Avenue, Batavia, N.Y. 14020.

Consultants needed in Virginia: Education Consultants (2) are needed to expand services to visually impaired students in Virginia's public, private, and parochial schools. The new Northern Virginia position will be responsible for children in grades 7-12. The new Richmond consultant will be responsible for youngsters, pre-school through 12, in Southside Virginia and in one area of Tidewater Virginia. Teaching experience and a Master's Degree in teaching the visually impaired is required. Full State benefits. Salary range is from $10,512 to $14,328. Contact Mr. Frank S. Penland, Director, Education Services Department, Virginia Commission for the Visually Handicapped, 3003 Parkwood Avenue, Richmond, Va. 23221. Call (703) 770-2181 extension 53.

Teacher available: A letter from India tells us of a teacher whose Bachelor's degree is in general education, plus a Master's degree in Special Education (Visually Impaired) from Teachers College, Columbia University, New York in 1970-71. Training and experience in Scouting. This teacher wishes to leave India permanently if an appropriate opportunity for employment can be found in United States. Contact Pradip Dutt, 3. Mullen St., Calcutta 20, W.B. India.

NATIONAL POETRY CONTEST

Because American blind children have indicated that they enjoy writing poetry, Braille Institute of America is sponsoring for the second time a national poetry contest for young Braille readers, ages 8–12. Three distinguished California judges will choose the winners, and three cash prizes are offered. The winner will receive $100; runner-up will receive $50; third place will get $25. All three winning entries will be published in the 1973 edition of EXPECTATIONS (Braille anthology for blind children).

When EXPECTATIONS conducted its first poetry contest in 1971, some 50 entries were submitted. The winning poem entitled "How Soft Is Soft" was written by a young California student, Cathy Sequera of Sunnyvale. It is hoped that many first-time writers will be attracted to the current contest. The Braille Institute, Los Angeles, provides many free classes, services and activities for the blind of all ages, including the publishing of EXPECTATIONS which is distributed to approximately 3000 blind children nationwide.

The contest is open only to legally blind boys and girls in the United States ranging in age from 8 to 12 and able to read Braille. All contributions must be original and endorsed as such by parent, guardian or librarian. Entries should not be longer than 14 lines (preferably shorter), submitted in either Braille or inkprint (typewritten). Subject matter can be anything—a sunrise, sunset, vacation spot, a favorite pet, etc. All entries must be accompanied by an entry blank which is available by writing to Mrs. Betty Kalagian, Editor, EXPECTATIONS, Braille Institute of America, Inc., 741 N. Vermont Ave., Los Angeles, CA 90029. Poem and completed entry blank must be received not later than 5:00 P.M., Friday, August 3, 1973.

REPORT OF THE PRINCIPALS' WORKSHOP

The first meeting, under the topic, "Individualized Teaching and the Ungraded System," had as speakers Miss Lois Cox of the Maryland School and Mr. Harold Hodges formerly of Indiana, now of Kansas. Mr. Hodges and Miss Cox presented the flexible and highly individualized programs at the Indiana School for the Blind and the Maryland School for the Blind. The major points presented were:

- In an ungraded system, use only teachers' names, not designated levels.
- Let the child move freely from one teacher to another in relation to his ability.
- Stress the social as much as the academic.
- Even though you have students placed according to their achievement, there will still be a need for individualized instruction.
- There is also a need for special classes for the retarded youngster; the retardation may be mental, social or academic.
- Parents and teachers must fully understand the objectives of the program.
- Students should have some choice in selection of non-academic subjects.

A second session on the topic, "The Work-Study Program," had four speakers. Mr. Gary Coker discussed the principal's role in vocational education, making the following points:

- The principal should be thoroughly familiar with the State's Plan—his own state's plan.
- The vocational program should be planned and supervised just as any other curriculum area is.
- The student should leave school with a saleable skill.
- Work experience on the job is important and popular.
- Industrial arts should not be left for high school but should begin in the third grade.
- The three important phases in the development of the curriculum are: preparation, development, and improvement.
- Vocational education is not the answer to all our problems and it does present some problems in scheduling.

Mr. Hetherington, Vice Principal at the Michigan School states that:

- Vocational education is moving forward because more people realize that college is not always necessary to success.
- Schools should be careful not to train for jobs that are obsolete, should consider job clusters, and should begin career education in first grade.
- Michigan is trying to provide skill centers for visually handicapped youth.
- The Vocational Counselor should expand job opportunities and locate jobs for the visually handicapped, handle the work-experience program, dispense information, and develop a career day program.
- There is a real difference between vocational and pre-vocational.
- Should a student do poorly on a job, the school should take him off the job rather than let him be fired.
- The 13 year concept, or extended program, is important in that it helps students who cannot grad-

uate from the academic program.

There is need for more imagination and resourcefulness.

Mr. Edward Anderson of the Arizona school pointed out that:

There is work-experience on the junior, senior and special levels.

Their school schedules academics for morning, vocations and physical education for afternoon.

Placement and follow-up are important.

Mr. Countz of the New Mexico School emphasized how many students need the meaningful work experience program; he feels all students should have some work experience. Credits for this can begin at the 7th grade level in his school. However, students must meet certain qualifications including being in a certified program, being full time students in financial need and between ages 15 and 21. They must have a maximum of 15 hours of work per week and can earn $25 a month.

Mr. Countz listed the following as some of the jobs in which students work: auto body and auto service work on and off campus, dormitory aide, child care aide, physical education and recreational aide, teacher aide, shop assistant, greenhouse assistant, library assistant, kitchen helper, dark room photography, small engine repair shop, furniture and upholstery helper, and laundry helper. Some more severely handicapped children are placed in grocery stores, garment factories and as post office workers. It was noted that some students who are mentally and academically prepared, do not wish to enter college but prefer vocational or technical education.

At a third meeting of the workshop Mr. Cleon Bonner, Principal of the Georgia Academy for the Blind, described their deaf-blind program. During the summer of 1969 six rubella impaired children were selected to participate in a pilot educational program with the objectives to provide a variety of physical and social experiences so that the children might move from a level of defective and almost totally dependent functioning, toward an individually maximal functioning in the skills of daily living and interpersonal relationships. The development for some children was dramatic while for others gain was more tediously forthcoming.

The group served has enlarged and activities have moved from a single classroom into a building with three rooms and the use of a gym, stage, and dining hall. Three full-time instructional aides and four houseparents were utilized in the past year's program. Areas of development are: Daily Living Skills, Auditory Training, Motor Development, Language Development, Mobility, Perceptual Training and Other Developmental Activities including Art and Behavior Management. So that students do not regress, an 11½ month program is planned. For 1972-73, the program will include 32 children and 32 faculty and staff at a cost of $210,000.

Mr. Haralson, Principal of the Indiana School, described a program for multi-handicapped at Indiana University which seems an ideal situation for working with the retarded. The male houseparent had a master's degree and his wife held a bachelor's degree. Two of these children had an IQ of 16; the highest IQ was 33. He pointed out that by placing the totally blind with the trainables and sub-trainables, the mobility and the language development of the totally blind improve. The greatest benefit is to have discovered that the worst handicap is not blindness but educational retardation. The most popular piece of equipment was the trampoline; one child began to talk while working on it.

Officers for the 1972-74 biennium are: Chairman–Zealouis Brown; Co-Chairman–Gary Coker; and Recorder–Mrs. Mary B. Brown of Virginia.

REPORT OF THE INDUSTRIAL ARTS WORKSHOP

The first meeting was devoted to selection of an area in Industrial Arts in which the group felt pressing need for a braille textbook. It was decided that a book in General Shop be chosen and edited, then transcribed or referred to the American Printing House for the Blind for brailling. In this proposed project much encouragement was given by Miss Marjorie Hooper.

During the second meeting Leonard Ogburn from the Arkansas School for the Blind described that school's recently initiated vocational education program. In addition to such studies as Adjustment to the World of Work, the pupil must be independently mobile and must spend a half of the school day on a job during the junior and senior years.

The third session was given to exploration of ways to broaden the scope of Industrial Arts by combining with such areas of vocational education as Work-Study, Distributive Education, Piano Tuning, Business Education, etc., for a session or two, then splitting into specific areas. It was also suggested that specific areas of interest could meet at regional meetings, leaving the national meetings for combination of all vocational areas.

Officers for the 1972-74 biennium are: Ned Olson, Chairman; Bill Schmand, Co-Chairman; and Charles Maes, Recorder.

REPORT OF THE PIANO TECHNICIANS WORKSHOP

In order to stimulate, among instructors of Piano Technology throughout the country, an interest in attending the Conferences, each member plans to contact a number of schools where piano tuning is taught to blind students. This will include schools for advanced training since it is largely from the residential schools that they receive their students.

As a group project we plan to compile a handbook listing updated methods for some of the more difficult tasks in piano servicing; information from the better known technicians will be requested and compiled. It is also planned to list addresses of firms providing services not listed in popular publications, such as key and hammer recovering.

From piano manufacturers we plan to obtain service manuals, and those not already in Braille will be transcribed and made available to all schools.

We shall request that the Editor of *The Braille Piano Technician* make space available periodically for a job clearinghouse.

We highly recommend that all agencies and schools which teach Piano Technology to blind students subscribe to *The Braille Piano Technician.*

Officers for the 1972-74 biennium are: Chairman–Ted Walker, Tennessee; Co-Chairman–Charles Maes, New Mexico; and Recorder–Roger Helmlinger, Ohio.

REPORT OF THE LIBRARY SCIENCE WORKSHOP

Under the chairmanship of Helen Curtis, with Esther Mae Davies as Co-Chairman and Jeanne Orszag as Recorder, this workshop began with the introduction of participants.

The speaker at this opening session was Mr. Robert Bray, Chief of the Division for the Blind and Physically Handicapped, Library of Congress, whose topic was, "The Library of Congress Program—What Makes It Tick and Who Keeps It Wound." It is not federal money but "people" money that keeps the program going, serving "people" rather than "the blind." It is a success because it is government sponsored, in contrast to similar programs in other countries.

Mr. Bray saw a danger in the fact that few people were present at this workshop meeting; librarians are not getting the message across. Greater cooperation is needed between educators, librarians, and volunteers. An example of cooperation is the California Transcribers and Educators of the Visually Handicapped which is a 13-year-old organization.

DBPH of the Library of Congress wants and needs input from teachers. It has a Children's Librarian and a Children's Advisory Committee who want suggestions, feedback, and input.

Mr. Bray said that we must make use of our volunteers, record magazine articles and books, and not worry about duplication. Listen to cassette books and Talking Books—learn what it is like to listen to these materials, the frustration when the needle does not work properly or the record is badly scratched. Cassettes are going to 15/16 speed to compact size still further and reduce the number of cassettes needed for a title. It is hoped more periodicals will be available on sound sheets so that these can be mailed directly to the reader just as a print periodical is mailed to the subscriber. Sub-regional library branches are becoming necessary to offer greater service to public school students.

Mrs. Curtis asked help in compiling a list of titles to be put into large print for grades four through eight, and particularly high-interest, low-vocabulary materials.

To the second session Mr. Carl Lappin, of American Printing House for the Blind, brought a wealth of material currently available from APH and other sources. We have moved from sight-saving to partially-seeing to low vision. The low vision movement and its projects are the greatest things in our field since the invention of the braille writer and the thermoform machine. Mr. Lappin talked about the multi-media approach as a tremendous aid in motivating children to read and to listen simultaneously, thereby improving both skills. We must encourage teachers to use this approach in their classrooms and we must use it in our own libraries. Listening skills are here to stay and we must teach children to listen. APH has adapted the EDL Listening Skills from McGraw-Hill Company and made them available through Federal Quota funds. With the advent of individualized learning, we are encouraged to make use of the volunteers in preparing materials. Mr. Lappin gave tribute to the National Braille Association and the dedicated work of its members in providing help to blind children and adults.

The services of the Instructional Materials Reference Center at APH were listed. Mr. Lappin showed the Teacher Packet which is available upon request. The function of the

Central Registry was explained; daily reference service is offered.

Mr. Lappin then listed many of the series of textbooks which he will present for adoption by APH so that members of this meeting could anticipate these titles in the coming months. He also pointed out that the 1972 Catalogue of Braille Materials will be available within a few days. Questions from the participants brought an explanation of how and why titles are chosen for adoption by APH.

At the third workshop session representatives of G.K. Hall and Large Type, Ltd., were present to discuss some of our needs. They are receptive to our suggestions and the librarians present were much encouraged. All feel that involvement by active reading must not be neglected or allowed to fall behind the listening skills.

Mrs. Curtis read a paper by Marjorie Moske of the Oklahoma School for the Blind on planning and remodeling a library, the problems and the pitfalls to avoid.

A question about cassette storage was raised and it was mentioned as a possible topic for the next conference.

The workshop meetings for Library Science were well attended and made up of people with a variety of interests. We are traditionally a small group and feel that the ice has been broken by the attendance of book representatives and administrators as well as librarians.

Officers for the 1972-74 biennium are: Chairman–Marcine Campbell, Library for the Visually Impaired, Wichita, Kansas; Co-Chairman–Jeanne Orszag, Michigan School for the Blind.

MEETINGS AND INSTITUTES

Putting It All Together: This is the title-theme of a conference to bring the disciplines of Physical Education and Special Education into a closer working relationship. This conference on Physical Education Techniques and Methods for Handicapped Children and Youth will be held at the Airport Marina Hotel and Tower, 8601 Lincoln Boulevard, Los Angeles on May 24, 25 and 26. Such well known people as Dr. Bryant Cratty, Dr. Ray Barsch, Dr. Marianne Frostig, Dr. Caro Hatcher, Margaret Jones, M.D., and many others will be presenting sessions.

For additional information and/or conference registration contact G. Robert Roice, Program Specialist, Division of Special Education, P.O. Box 957, Hawthorne, CA 90250. Registration $15.00.

Summer In-Depth Institute: From June 18 to July 7, Texas Woman's University will offer an Institute on Physical Education and Recreation of the Visually Handicapped. Three units of credit can be earned. The guest lecturer will be Dr. Charles Buell, teacher, author, and for some years leader of the AEVH Workshop on Physical Education and Editor of the Bulletin for Physical Educators. The entire spectrum of motor activities, including creative dance, for the visually handicapped will be considered. Content is planned to be helpful to parents, teachers, therapists, guidance personnel and physical educators.

For information on cost, living accommodations, etc., write to Mrs. Marsha Ramey, Physical Education Department, Texas Woman's University, Box 23717, TWU Station, Denton, Texas 76204.

DEAF – BLIND

New University Program: California State University, Los Angeles, has joined the growing list of teacher training institutions which are preparing teachers of deaf-blind children. The program is a four-quarter program at the graduate level. It is possible to obtain the required courses leading to the California credential authorizing service as a teacher of deaf-blind children, or to fill the additional requirements leading to the Master's Degree in Special Education in the area of multi-handicapped (deaf-blind). For information write to Mrs. Joy Efron, Assistant Professor and Coordinator, Area of the Deaf-Blind, Department of Special Education, California State University at Los Angeles, 5151 State University Drive, Los Angeles, CA 90032.

Descriptions of Programs: We believe that a number of our readers might be interested in knowing where they can find descriptions of programs serving deaf-blind children. We will therefore list the publication of such descriptions when they cross our desk.

The program initiated last September at the South Dakota School is described in their publication, *The Pioneer,* Vol. XII, No. 1, Nov. 1972. Obtainable from South Dakota School for the Visually Handicapped, Aberdeen, S.D. 57401.

A brief description of the program at the Idaho School and a fairly detailed "Progress Report of the Idaho Unit of The Northwest Regional Center for Deaf-Blind Children" may be found in *The Optimist*, October 1972, Vol. 53, No. 2. Obtainable from Idaho State School for the Deaf and the Blind, Gooding, Idaho 83330.

A description of an airport tour for the deaf-blind students at Overbrook may be found in *The Towers*, Vol. XXVII, No. 2, March 1973. Write Overbrook School for the Blind, 64th & Malvern Ave., Philadelphia, Pa. 19151.

What of the Future: It is interesting to note expressions of concern about the future of deaf-blind children in several publications within the past year.

In December of 1972 a workshop was held in Mississippi on "Deaf-Blind Children Grow Up—What Does the Future Hold?" Unfortunately, we have available to us only the program, not the answers which that program may have provided.

In *The Lantern*, Vol. XLI, No. 3, (Perkins School for the Blind, Watertown, Mass. 02172) is an excellent paper by Dr. Edward J. Waterhouse which recognizes that the futures of deaf-blind children will differ with the abilities and opportunities of those children. He says that a considerable percentage of the rubella deaf-blind have been classified as mental defectives and placed in institutions but, even there, many can be trained to be self-reliant and to find some reward in living. He also speaks of that very small group of deaf-blind persons who are superior and successful and points out how dependent all these people are upon those around them, and how very dependent they were upon devoted teachers during the learning years. Social development and the acquisition of interpersonal skills make the difference between extreme loneliness and successful living for many deaf-blind adults and children.

In *The New Outlook for the Blind* (Vol. 66, No. 10) Harry J. Spar gives a brief but comprehensive history of the education of deaf-blind children, the establishment of the National Center for Deaf-Blind Youths and

Adults, and the effects of new educational and rehabilitation programs on the future. Mr. Spar agrees with Dr. Waterhouse that many of the rubella children are so badly damaged that they will require custodial care but indicates the need to consider each individual on his own merits. Of the adults with whom the National Center has worked to date, 44% are deaf-blind as a result of retinitis pigmentosa. Other than rubella, this is a major cause of deaf-blindness, often unrecognized until adolescence. He reports considerable success among those persons already served by the National Center.

A final note on this topic is found in *VCVH Views & Ventures*, the newsletter of the Virginia Commission for the Visually Handicapped (Vol. V, No. 10). Here is the story of a deaf-blind young man who had received training at the National Center and who has now been successfully placed in employment as a sanitation worker at Bristol Memorial Hospital.

The Young Deaf-Blind Child: Although neither is recent, two articles merit mention in this area.

Laszlo Stein and Mary Green ("Problems in Managing the Young Deaf-Blind Child," *Exceptional Children,* Vol. 38, No. 6, Feb. 1972) point out that the first several years of the deaf-blind child's life are likely to emphasize medical management whereas such children also need early contact with hearing and speech facilities and preschool special education programs. They emphasize the need for a team approach in order to provide accurate early diagnosis and appropriate intervention.

Calvert, Reddell, Jacobs and Baltzer ("Experiences with Preschool Deaf-Blind Children," *Exceptional Children,* Vol. 38, No. 5 Jan. 1972) present in considerable detail the involvement of the San Francisco Hearing and Speech Center in the evaluation and training of young deaf-blind children, including a description of application of operant techniques in their training. Consideration of the problems and successes recorded here could be very helpful not only in work with very young deaf-blind children but with older children. The article combines philosophy with practical application in considerable detail, provides conclusions and a moderately lengthy bibliography.

Communication: Zumalt, Silver and Kramer ("Evaluation of a Communication Device for Deaf-Blind Persons," *The New Outlook for the Blind*, Vol. 66, No. 1, Jan. 1972) give a brief history of various communication aids for the deaf-blind and describe in some detail studies of an experimental instrument developed by the General Electric Company. It is clear that practical application of this instrument will require further efforts.

However, a number of deaf-blind people are not totally deaf. Persons working with such individuals might be interested in an article by Barbara Barenblatt ("Hearing Devices to Help in Everyday Living," *The West Virginia Tablet*, Vol. 96, No. 6, April 1973) which not only discusses problems and some solutions, but lists about 35 devices, with source, price information, etc.

PUBLICATIONS

Career Education: Newly available is a report of the National Conference on Career Education, sponsored by the American Foundation for the Blind and held in New Orleans in January 1973. This document describes briefly the career education efforts related to visually handicapped children in many (but not all) states and its list of participants, complete with titles and addresses, provides a resource for seeking further information.

The Spring 1973 issue of *Teaching Exceptional Children* (available from Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Va. 22202) has career education as its theme but this is, of course, not specifically for the visually handicapped child. Included are broad discussions of career education in philosophy and practice, plus several very practical programs of career education in action. One article details the application of OCCUPAC kits in which varied materials, such as slides, cassette tapes, puzzles and pictures, all center in the content of one job so that the child may approach thorough understanding of that job from many sources.

Sound Localization: That is the title of a publication by Roy J. Brothers and Roger Huff, a "manual of suggested activities for the development of sound localization skills." Content is detailed, specific, and should be very easy for the teacher to apply in her daily activities.

Available from American Printing House for the Blind, 1839 Frankfort Ave., Louisville, KY 40206 Catalog # 8-1606, price $1.00.

Social and Rehabilitation Services for the Blind: Under this title the editors have collected a series of papers and lectures which combine to give a fine coverage of the full spectrum of social and rehabilitation services available, from public and private sources, to blind and visually handicapped people. History and philosophy are given their place but the emphasis is upon in-depth coverage of current practice—an important addition to the school library and a resource, of daily value, to the guidance counselor.

Hardy, R.E. and Cull, J.G. Editors. *Social and Rehabilitation Services for the Blind.* Springfield, Ill.: Charles C. Thomas, 1972.

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Our Cover: Wedding scene from Act II of Thorton Wilder's "Our Town" as performed by the Drama Club at the Indiana School for the Blind under the direction of Jean Reed.

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AEVH NEWS

AEVH will regionalize! Last spring, AEVH members received ballots through which they could express their attitudes toward (1) Formalizing six regions within AEVH so that both the government of the organization and its benefits in the form of conferences, etc., could be brought more directly under the control of members in a way which would reflect regional and local needs, and so that regional conferences would regularly alternate with the national biennial conference; (2) making certain changes in the election of officers so that each member could have an equal voice in the selection of the association leadership; and (3) making changes in the dues structure.

In response, 466 ballots were received. Following is the tally of those ballots:

For regionalization	445
Against	18
Abstaining	3
For changes in election procedures	440
Against	21
Abstaining	5
For dues changes proposed	336
Against	127
Abstaining	3

With so clear a mandate for the development of a regional structure, our President is now in the process of developing an ad hoc committee within each region to handle the first steps toward election of regional officers. Please note that all AEVH members will automatically become members of the regions in which they reside. All will have a voice in the election of a Regional Chairman and other officers. Each region will receive, from the national dues, financial support in proportion to the number of members within that region; there are no regional dues as such.

Report of June Board Meeting: The major business of this meeting involved housekeeping details but the following matters of general interest were also discussed:

A sample chapter constitution, originally designed for student chapters, was revised to meet the rather different needs of state chapters and its wording was made more consistent with current practice. At the same time, it was necessary to make some revisions in the Guidelines for Chapters. Both documents have been redone and are available in their new form to any groups wishing to develop a state or local chapter.

The Auditor's report of AEVH finances for 1972 was reviewed and accepted. It is printed later in this issue of FOUNTAINHEAD. Very tight control of spending has made it possible somewhat to reduce the deficit shown in the 1971 financial report but it was clear that, to serve the needs of members, additional revenues were absolutely necessary.

With the retirement of Miss Marjorie Hooper from the American Printing House for the Blind (see "Personnel") it will become necessary by the end of the year to transfer the office of Managing Editor of EDUCATION OF THE VISUALLY HANDICAPPED to Philadelphia. It will become part of the AEVH central office. Members of the Board expressed much appreciation to Miss Hooper for her years of service as Managing Editor and to the American Printing House for its wonderful cooperation with AEVH in the printing and mailing of its professional journal. Embossing and mailing of braille copies of the journal will remain with the Printing House.

Mrs. Roberts reported that the program of the AEVH 52nd Biennial Conference is beginning to take shape. Do mark the dates of the Conference on your 1974 calendar: June 23rd through 27th, in San Francisco. Don't miss it!

The next meeting of your Board will be on October 27th. If you have any business you wish to bring to their attention, do write at once, to the attention of the President at the central office address.

Time to renew your membership! Although the AEVH membership year coincides with the calendar year, we begin to think of the renewal of memberships in the early fall. This year, an entirely new membership form will be used. It will consist of three pages (NCR - No Carbon Required) so that one record will be sent to the region in which a given member resides, one record will be forwarded to his state or local chapter if any, and one record will be retained in the central office.

Please fill in your membership form by typing or by ball point pen, pressing so that the copy will appear on the second and third sheets as clearly as on the first. If you are in a school which has a membership chairman, please GIVE ALL THREE COPIES OF THE FORM TO THE MEMBERSHIP CHAIRMAN. If you join AEVH on an individual basis, please MAIL ALL THREE COPIES OF THE FORM BACK TO THE AEVH OFFICE, along with your check. Even Life Members who have paid in full will be asked to fill out and return a membership form so that copies can be sent to their region and chapter. Mailing of forms and bills for 1974 to individual members will occur in October so do not be concerned if you have not yet received yours. But if you do not receive it by November, please let us know.

We also beg that you respond promptly when your 1974 membership forms reach you. The need to make second or even third mailings when members do not respond promptly greatly increases the costs of your Association. *You* can contribute to the efficiency with which your Association is run. Please help!

Gillette Scholarship: As most of you know, AEVH cooperates with the American Foundation for the Blind in recruiting and screening applicants for the Gillette Scholarship. For 1972–73, the recipient of the scholarship was Gwendolyn L. Stokes, a student at Jackson State College, Mississippi, where she is majoring in music with emphasis on voice. Congratulations to her!

The Rose L. Gillette Scholarship is awarded to a blind female engaging in higher education studies with emphasis on music. If any of you know a possible candidate for this scholarship for 1974–75, please write to the AEVH central office for the necessary application forms. Applicants for the 1973–74 year are currently being processed.

Response from HEW: In the May–June issue of FOUNTAINHEAD we reproduced in full a letter to the Secretary of Health, Education and Welfare from William C. Geer, Executive Director of CEC, and a supporting letter to Secretary Weinberger from our own President, Lee Jones.

Here we wish to bring to you the response of Secretary Weinberger to Mr. Geer:

> Dear Mr. Geer:
>
> Thank you for your letter of April 5 expressing your concern about Federal programs for the education of handicapped children. I will try to answer the three issues you raise in the paragraphs that follow.
>
> Your understanding is correct that approximately $26 million of contracts and grants under the Education of the Handicapped Act were not actually executed until after the close of the Fiscal Year 1972 on June 30, 1972.
>
> These contracts and grants must be charged to the fiscal year in which they were actually awarded–to the current account of Fiscal Year 1972. As you are aware, this is a serious matter because of the need to absorb this significant amount of money against current year funds. Our intention is to achieve this result without serious disruption or impairment of important individual projects. I have asked Assistant Secretary Marland to prepare a funding plan designed to correct this situation within currently available resources of the Division of Education and without unduly harming projects.
>
> As you know, the Department has been operating under the Continuing Resolution with an interim spending plan at the lower

of the 1972 appropriation level, the President's 1973 amended budget request, or the House or Senate bills as of July 1, 1972. This interpretation, taking the lesser figure State by State resulted in the funding level for Part B of the Education of the Handicapped Act being $1 million below the level proposed in the President's revised budget for 1973.

We have now had our spending plan approved and will begin funding Part B of the Education of the Handicapped Act for a total of $37.5 million utilizing the 1970 census data.

The same interim guidelines on funding at the lower of the 1972 appropriation, the President's 1973 amended budget on the House and Senate allowance were also followed in funding Section 102(a)(5) of Title I. Now that we have our spending plan approved, we will begin funding State Agency programs for the Handicapped in the fashion provided in the authorizing legislation for Title I of the Elementary and Secondary Education Act.

State agencies for the Handicapped will be funded at the full authorization figure as will all the State agency programs. This will mean funding the State agencies for the Handicapped at the $75,962,098 level.

All dollar reductions necessary to come down to the Title I ESEA amount requested by the President will be taken from the local educational agencies.

I believe that from the above comments that you will agree that overall the issues you raise are being settled to the advantage of handicapped children.

Sincerely,

Casper Weinberger
Secretary

Our President also received acknowledgment of his letter from John Ottina, U.S. Commissioner of Education-designate.

At the time this column is being written, a new appeal to going out to all school administrators to write in support of certain legislative problems: (1) In connection with Title I, a newly proposed amendment removes grants to handicapped children in state-supported schools and institutions from their present status as an integral part of the general Title I program and, instead, places the handicapped as well as the migrant and delinquent under a separate authority. Reductions in appropriations for handicapped children are seriously threatened by this. (2) In 1966 the Congress by law created the Bureau of Education for the Handicapped. The intent of the Congress was to establish an agency within the Office of Education that would have primary responsibility for overseeing federal programs relating to education of the handicapped and also for being an advocate within the Office of Education for the needs of handicapped children. With growing efforts, now, to reorganize the Office of Education there is evidence of a movement to eliminate or greatly limit the functions of the Bureau. It is imperative that letters be written to support and, if possible, strengthen the Bureau of Education for the Handicapped. (3) S. 896, the Senate version of the Education of the Handicapped Act also makes important strides toward a federal position on education for all handicapped children with each state required to provide a timetable for accomplishing such a goal. It is important to urge members of the Education and Labor Committee to accomplish these goals. (4) At present 15% of Title III, ESEA, is set aside for handicapped children, to provide for demonstration centers and services. This set-aside could be threatened by a proposed amendment to consolidate Title III with Titles VIII and VII. It is important to urge Congressmen to maintain this set-aside.

It is important for AEVH members to contact their congressmen in support of services to the children for whom we are all concerned.

AUDITOR'S REPORT

Balance Sheet – December 31, 1972

Assets		
General Fund		
Cash		
Checking account	$24,083	
Savings account	7,796	
		$31,879
Furn. and Eq. – Net of deprec.		3,678
Total Assets – General Fund		35,557
Life Membership Fund		
Savings accounts	14,300	
Investment – Debenture	13,615	
Total Assets – Life Membership Fund		27,915
Publication Fund		
Checking account	6,382	
Savings account	–	
		6,382
Total Assets – All Funds		$69,854
Liabilities and Funds		
Membership dues – 1973,2	$25,552	
Conference Fund	2,004	
General Fund	8,001	
		$35,557
Life Membership Fund		27,915
Publication Fund		6,382
		$69,854

Statement of Income and Expenses – Operating Fund

INCOME		
Dues	$33,783	
Investment Income	2,594	
Certification, etc.	401	
Contributions	1,171	
Total Income		$37,949

Balance Sheet – December 31, 1972
(continued)

Statement of Income and Expenses – Operating Fund

EXPENSES		
Publications	$ 5,290	
Professional admin.	24,000	
Travel expenses	4,302	
Postage	1,473	
Other prof. exp.	3,335	
Miscellaneous	122	
Total Expenses		38,522
Excess of Income over Expense		(573)
General fund balance, 1-1		8,574
General Fund – December 31		$ 8,001

CHAPTER NEWS

Special Message to all Chapters: We would like to make this column of chapter news a regular part of FOUNTAINHEAD. You are most likely to get the news of your chapter into print in the form in which you want it if you send it to your Editor ready to go to the printer. This applies to state and local chapters and to student chapters. Polish up your journalistic writing and send your material in.

For this particular issue, the heart of the news is announcing the officers elected late last spring, naming them in the standard order: President, Vice President, Secretary and Treasurer.

Florida: Mary Namey, Mary Shipley, Jean Peterson and Tommy Atkinson

Northern California: A. Robert McMullen, Irene F. Hawkinson, Sharon Christian and Barbara Rubin

Southern California: Margaret Ferguson, Gale W. Lutz, Hazel Y. Turner and Rene A. Gagnon, Jr.

Greater Metropolitan: Rosanne K. Silberman, Coker Stogner, Susan Spungin and Lisa Stokes

We would like to list the officers of the Student chapters - please let us have them and we will promptly print them. We understand that a new student chapter is in the discussion stages at the University of Texas. Welcome!

We also understand that state chapters are under consideration for Ohio and Kansas and Jean Reed has agreed to take responsibility for a possible chapter in Indiana. Will all those who are interested in forming an AEVH chapter in the state of Indiana please contact Jean Reed, Indiana School for the Blind, 7725 College Avenue, Indianapolis, Ind. 46240

CONFERENCES AND SEMINARS

Exchange Teaching and Summer Seminars: Grants to teach aboard or to attend a summer seminar aboard are available under the Fulbright-Hays Act for the 1974-75 academic year.

Elementary and secondary teachers, college instructors, and assistant professors are eligible to participate in the program. United States citizenship, a bachelor's degree, and at least three years of successful full-time teaching are required for teaching positions. A minimum of two years teaching experience is required for summer seminars. Seminars for teachers of German, the classics, and world/Asian history will be held in 1974.

Application should be made before November 1, 1973.

Information bulletin and application forms may be obtained by writing to: Teacher Exchange Section, Division of International Exchange and Training, Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

National Rehabilitation Association: The NRA National Conference for 1973 will be held in Atlantic City, N.J., October 29-31. Program content will center in restoration, career education, and vocational rehabilitation, and would be of interest chiefly to counselors or to teachers at the vocational level. For details write to the National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005.

On the International Level: To bridge the dangerous gap in communications between the Southern and Northern Hemispheres, the Hadley School is making it possible for the Panamerican Congress of the Blind to meet, October 19-28, in Miami, Florida. This will be the first time the Panamerican Congress of the Blind has met in the United States. Observers from agencies for the blind in the United States are welcome but since the Congress will be conducted in Spanish, fluency in that language would be important. For more information, or to arrange for an exhibit or an ad about your program, contact The Hadley School for the Blind, 700 Elm Street, Winnetka, Ill. 60093.

Americans would also be welcome at the biennial conference of the Australian and New Zealand Association of Teachers of the Visually Handicapped, to be held in Brisbane, Queensland, Australia, from January 13th to 20th, 1974. All professional workers interested in this field are invited to attend and Dr. Natalie Barraga (formerly Editor of the AEVH professional journal) will be a featured speaker and group leader. If you are interested in attending, apply to the Secretary, Australian and New Zealand Association of Teachers of the Visually Handicapped, c/o Narbethong School, Salisbury Street, Buranda. 4102. Q., Queensland, Australia.

BUSINESS EDUCATION WORKSHOP

A special workshop on Business Education was held at Perkins School for the Blind April 27 through 29, 1973. The discussions began with a brief review of the changing propulation in the residential schools and of the steps each of the schools represented was taking to meet the new needs. Many schools are instituting work experience programs with jobs on campus and, later, in the community.

The group compiled a complete listing of books and equipment currently used to teach business education in the various schools. Work was begun on a guideline for teaching type-writing to visually handicapped students, with format and topics established and the breakdown of each topic begun. This will be made available to all teachers in residential and day programs. Much work is yet to be done on this guideline but the group hopes to finalize it through a second meeting in the fall. Following that fall meeting, the guideline will be evaluated in the field and, finally, it will be presented to the Business Education Workshop at the AEVH Conference in 1974.

PERSONNEL

Maryland: AEVH Past President Lois Cox retired from the Principalship of the Maryland School for the Blind last June. Miss Cox had spent many years in the education of visually handicapped children and her contributions during many years of growth and change at the Maryland School will long be remembered. Succeeding her is J. Kirk Walter, also well known to AEVH members, especially for his leadership in Workshop activities.

APH and NBA: Many of us who have dealt with the American Printing House for the Blind over the past forty years can scarcely imagine that organization without Miss Marjorie Hooper. After graduating from Mt. Holyoke College and working three years for the American Foundation for the Blind, Miss Hooper went to the Printing House in 1933. For the past thirty years she has been Editor, a position in which she showed equal skill in working out details of the Braille code and in shaping the policy of a national institution.

Miss Hooper will now go to the National Braille Association, Inc., as its first Executive Secretary. Her many friends will want to know that her new address is 85 Godwin Avenue, Midland Park, N. J. 07432. The National Braille Association's 2800 members are responsible for providing a significant percentage of the braille, large type and recorded texts used by blind and partially sighted students in elementary and secondary schools, and in the colleges and universities. NBA is also a clearing house for ideas about materials for the education of blind students and adults.

Overbrook: The AEVH First Vice President has also moved, although only a short distance, still within Philadelphia. Formerly Principal of the Upsal Day School, Mr. Reimer has now become Principal of the Overbrook School for the Blind. Before coming to Philadelphia in 1970, Mr. Reimer was Dean of the New York Institute for the Education of the Blind and, for several years, an instructor in the Teacher's College of Columbia University.

Mr. David Olson, formerly Principal at Overbrook, has now been named the school's Director.

Library for the Blind and Physically Handicapped: The January-February issue of FOUNTAINHEAD told you of the retirement of Robert

S. Bray as Chief of the Division for the Blind and Physically Handicapped within the Library of Congress. This early retirement was for reasons of health and your Editor is happy to report that she saw Mr. Bray this summer and the retirement seems to be having wonderful effects!

In July, a new Chief of DBPH was appointed: Frank Kurt Cylke, an experienced administrator of library services and programs. Mr. Cylke is a graduate of the University of Connecticut and earned the M.L.S. degree at Pratt Institute. He had extensive experience in library programs in Connecticut and was Assistant Librarian of the Providence Public Library before coming to the Office of Education where he was Research Associate and, later, Chief of the Library and Information Sciences Research Branch. Since 1970 he has been Executive Secretary of the Federal Library Committee and, since April 1972, also Chairman of the U. S. National Libraries Task Force on Cooperative Activities. We know that he will bring both administrative skills and innovative thinking to his new responsibilities and look forward to working with him in the service of visually handicapped people.

West Virginia–Superintendent: Immediate opening for Superintendent of the West Virginia Schools for the Deaf and the Blind, chief administrator responsible directly to the West Virginia Board of Education through the State Superintendent of Schools. Minimum of Master's Degree in school administration or special education plus five years experience in administration. Salary negotiable. Write to Dr. Daniel B. Taylor, State Superintendent of Schools, West Virginia Dept. of Education, Capitol Complex, Building 6, Room B-358, Charleston, W. Va. 25305

EQUIPMENT

EdnaLite: Although this equipment is not new to the market it happens to have had no recent review in your bulletin. Its portability and relatively low cost (by comparison with some other reading aids) recommend it to careful consideration. There are three EdnaLite Vision Systems:

The Master Lens system is described as a precision optical instrument consisting of a special enlarging lens and a light source; these components are mounted together to provide well balanced magnification and illumination. Cost $140.00

The Reference Library Model of the MasterLens System is mounted on a sturdy panoramic arm which is finger tip movable. Large reference books, newspapers, art, and other unusual reference materials can be examined by moving the panoramic arm rather than the book or object. Cost $207.00

Finally, there is a 4X Hi-Vision Scope or fine print reader for those who need even more visual help. This is a double achromatic system for precise enlarged work. The lens area is approximately 4 3/4" wide x 1 7/8" high for complete ease of vision with both eyes open. Cost $290.00

Agencies, schools, and certain professionals should apply for price details pertaining to their particular classifications.

For more information, contact Vision Systems, 260 North Water Street, Peekskill, N. Y. 10566.

Closed Circuit Television Reading Aid: Previous issues of your bulletin have mentioned a variety of reading aids based on closed circuit television. A recent report on the evaluation of one such instrument may be of interest:

A closed circuit television (CCTV) was designed at the Gunderson Eye Clinic, part of the Boston University Medical Center; the equipment was intended for reading something like a novel and, in such use, seems to result in higher reading rates and reduced reader fatigue compared with some other and similar mechanisms. However, its designers admit that for some types of reading the scanning mechanism may be too inflexible. This CCTV was regarded simply as one of a number of low vision aids which might be prescribed in the Boston University Hospital Vision Rehabilitation Clinic.

It was found that, of 164 new patients seen during an 11-month period at the Vision Rehabilitation Clinic, only 17 appeared to have any potential need for the amount and kind of magnification provided by the CCTV; all the other patients could be very adequately helped by other forms of low vision aids. Of the 17 patients actually screened for the CCTV, only ten did prove able to use the CCTV effectively. "The small number of patients selected from the total population indicates that the CCTV has a limited application even among low vision patients, the majority of whom can be adequately helped by more standard methods. We would like to caution workers in the field to be sure that persons who are prescribed a CCTV have been adequately examined by a specialist or clinic dealing in visual rehabilitation. A person who is helped by a CCTV reading system may, in fact, be having his first exposure to a good low vision device. His acceptance of a CCTV device may be only further evidence that he indeed has useful vision and could be helped by a great number of other devices as well as by proper counseling. The CCTV may not be the only or the best device for this patient."

Indeed, the report goes on to say that while ten patients could use the CCTV effectively, it was finally prescribed for only six. The CCTV proved most useful when the patient's best vision was 20/200 or worse, even as low as 2/200, and when the patient could not read as much as 70 words per minute with any other aid.

Davis, Philip; Asarkof, John; and Tallman, Carter B. A Closed-Circuit Television System as a Reading Aid for Visually Handicapped Persons. *The New Outlook for the Blind,* Vol. 67, No. 3, March 1973, 97-101.

From AFB: Early this summer, the American Foundation for the Blind announced a new Sensory Aids Development Program which is intended to provide a centralized source of information on sensory aids for blind persons. Ira Kaplan, director of the program, stressed the need for such a concentrated thrust as a way of insuring that sensory aids now lying dormant in commercial laboratories will be made available to the public. In the future it will therefore be appropriate to address questions about sensory aids to the American Foundation for the Blind, 15 West 16th Street, New York, N. Y. 10011.

REPORT OF WORKSHOP ON THE MULTIPLE HANDICAPPED

Under the chairmanship of Miss Christina Baugh, the workshop heard, as its first speaker, Mrs. Ina W. Kurzhals, Curriculum Director of the Utah School for the Blind. In her presentation, "Just What Is A Program for Multiply Handicapped Visually Handicapped Children," Mrs. Kurzhals first discussed the teacher, his/her personality, philosophy and commitment. She presented a very positive philosophy necessary for this field with stress on understanding the child and providing an environment for learning. Physical activity stimulates learning; this may include playground activities, games, or music and rhythms; or the day might begin with physical education classes to release the tensions of the child and put him more at ease for the entire day.

A major segment of her presentation related to the Developmental Reading Program established at the Utah School for the Blind and now in the process of publication by the American Printing House for the Blind. This program has four broad categories: (1) study about food, (2) study about outdoors, (3) study about downtown, and (4) study about play areas. The program is environmentally oriented and is sequential from beginning "hand skills" through reading.

A second presentation, "Vocational Programs for Blind and Multi-handicapped Children," was made by Lawrence F. Campbell, Project Coordinator, and Judith Tremble, Coordinator of Work-Experience Program, Oak Hill School for the Blind, Hartford, Connecticut. Mr. Campbell presented the background, history and philosophy of the program, definition of participants and the selection process. Sources of funding and related agency roles were explained. Miss Tremble, with slide presentation, discussed the six specialty areas within the program: (1) industrial education, (2) business education, (3) home and personal management, (4) piano tuning, (5) vocational exploration, and (6) orientation and mobility. The importance of independent living skills was mentioned, as were placement and evaluation.

At a second session of the workshop, "A Further Look at the Deaf-Blind Child" was presented by a four-member panel consisting of Miss Nancy Snively, Mr. James J. Myers, Jr., Mr. Khogendra Das, and Mrs. Allasot. The ten regional centers for the deaf-blind were explained, a brief history of the deaf-blind was given, and the impact of the rubella epidemic described, with a full statement of the definition of the deaf-blind as used by the U. S. Office of Education. Mr. Das explained the operation of the ten centers which are required to provide the following services: (1) comprehensive diagnostic and evaluative services, both initially and ongoing; (2) a program of educational adjustment adapted to meet the needs of the child and his family; and (3) effective consultative services for parents. teachers, and others.

Miss Snively brought the regional concept down to the local level and shared some of the experiences in Maryland. She stressed the importance of early referral, initial evaluation, and intervention, saying that many of the problems now encountered with older children might not have existed had they been identified at an early age. There are problems in finding appropriate personnel; getting a team together to work with deaf-blind children is half of the battle. Also, family involvement is very necessary; parents should be in on the staffing of the child and regular home visits should be made. In Maryland the home teacher works with the parents of pre-schoolers as soon as they are referred. This is a critical time for both child and parents and often the teacher can help to avoid many barriers in their relationships.

Communication concerning a child's progress is important to keep a consistent program going. The Maryland program utilizes a cumulative notebook in which each person who works with a child writes down what happened during that period of time;

this includes teachers, aides, houseparents, parents, and others. The weekly staffing is also an important means of communication. Where the program is part of a larger school, efforts are made to integrate the program into the activities of the school.

Mrs. Allasot who has worked with deaf-blind children for the past five years in an integrated dormitory at the elementary and secondary level, presented a fascinatingly human side of the topic. She pointed out that these are primarily children who have the same likes, dislikes, strengths, and weaknesses as any other children of their age range. Independence and self-help are high priority characteristics and are developed as early as possible in the dormitory. Houseparents must be involved in communication concerning the child and must be informed of any changes which might affect the behavior of the youngster.

Mr. Myers gave a slide presentation concerning the Hope School for Blind Multiple-Handicapped Children and Youth in Springfield, Illinois. Physical activities are very important and the trampoline plays an important role in teaching balance and spatial orientation. Behavior modification is also an integral part of the program of the Hope School. However, information presented by Mr. Myers pertained more to the mentally retarded and emotionally disturbed child since their program for the deaf-blind is in the initial stages.

At a third meeting, Miss Eunice Kenyon presented "An Overview of the Program at the Boston Center for Blind Children." There are five programs: (1) a residential treatment program for emotionally disturbed children who are also blind, (2) a residential treatment program for multiply-handicapped blind children, (3) a day treatment program, (4) a day pre-school program funded by USOE, and (5) a community based program.

The initial phase of any program is diagnostic study, usually for ten days. Only one child is evaluated at a time and at least one parent must also be involved. Parents learn from the diagnosticians and the evaluation team learns from the parents. Other professional people who have previously worked with the child are also asked to contribute to the evaluation.

Miss Kenyon discussed the child care staff, most of them younger people, often college students, who enjoy work with children. Training is in-service since there is no place where training of this type can be secured.

Officers for the 1972-74 biennium are: Miss Judith Tremble of Oak Hill School, Chairman; Miss Linda J. Akau of Vancouver, Washington, Co-Chairman; and Mrs. Nell S. O'Neal, Arkansas School for the Blind, Recorder.

PUBLICATIONS

Congratulations, Dr. Lowenfeld: Most of our readers know Dr. Berthold Lowenfeld as a leader in the education of visually handicapped children, formerly associated with Teachers College, Columbia University, and with the American Foundation for the Blind, and most recently retired as Superintendent of the California School for the Blind. Any book with which he is associated is sure to be authoritative, comprehensive, and an important contribution to the literature of our profession.

The Visually Handicapped Child in School is all of that. Dr. Lowenfeld's first chapter provides an excellent history of the education of blind and visually handicapped children from the first residential school in Europe to predictions for the future of this special field of education in our own country. His detailed review of psychological aspects of educating blind children is responsively balanced by a chapter on meeting special developmental needs, the latter written by Dr. Geraldine Scholl. Other chapters include a discussion of psychological and educational evaluation by Bauman, a very effective paper on utilization of sight and supplementary sensory systems by Barraga, communication skills by Henderson and special subject skills by Napier. A fine review of various types of educational programs is provided by Josephine Taylor while Stanley Suterko covers the areas of orientation and mobility and life adjustment skills. The book recognizes the increase in multiply handicapped children by a chapter on their complex problems by Hatlen, and preparation of teachers is discussed in an all-too-brief chapter by the AEVH President Elect, Ferne Roberts.

Although the completeness and detail of this book recommend it to students, it is very readable and would increase the perspective of even the casual reader. Once again, Dr. Lowenfeld has shown his ability to produce a book which is at once a pleasure to read and a source of much enrichment.

Lowenfeld, Berthold (Ed.). *The Visually Handicapped Child in School.* New York, The John Day Company, 1973.

The Delaware Story: We are always glad to see good articles about the education of visually handicapped children, especially when those articles appear in journals with a readership far beyond our own field. Such articles can help the public and professionals who rarely see visually handicapped children to understand just how such children can be provided with good educations. Such articles can reduce the fear of administrators and school boards about including visually handicapped children not only in the basic classroom activities but in athletics and other extracurricular aspects of school.

A fine example of this kind of article appears in the July issue of *American Education.* The writing is interesting and brings not only a description of a combined resource room and itinerant teacher program but also the personal touch of comments from staff, students, and the parents of students. Naturally, the economic values of keeping children in their local schools are mentioned but the emphasis of the whole story is upon how the program tries to fit the needs of each individual child and how it respects the wishes of his parents. Although this is the story of a public school program, there is full recognition for the fact that education in a residential setting is desirable for some children and requested by some parents.

It is clear that careful planning, good organization and continuing public relations were basic to the building of this educational program which is, in fact, relatively new. An important factor was the building of understanding between the special education staff and the involved teachers and principals in the regular school program. Concern for the blind child was developed but carefully watched so that it would not become overprotection. Thus, while this article emphasizes the success of an integrated program, it does not fail to mention how much effort must be put into developing that success.

Obviously resource room and itinerant programs are not new but, in part because Delaware is small, it has been able to achieve a statewide program of the quality we ordinarily find only in smaller geographical units, such as a city or a county with good funding.

Hulsey, Steve. Liberating the Blind Student. *American Education,* Vol. 9, No. 6, July 1973, 18-22.

The Library Story: Another fine article has reached a general readership through *The Lion.* In this case, the story told is that of library services, a story particularly important to educators. The author is no less authority than Robert S. Bray, who has just retired from years of significant leadership of the Library for the Blind and Physically Handicapped within the Library of Congress.

It is particularly interesting to note, in this article, the considerable growth in variety and amount of service and the efforts to adjust that service to the needs of people of many ages, interests, and abilities. For anyone not already very familiar with this special branch of library service, the article would be very informative.

Bray, Robert S. Multi-Media Library Aids: A Free Service for the Visually Handicapped. *The Lion,* Vol. 55, No. 8, April 1973, 8-11.

From AFB: The publications department of the American Foundation for the Blind has been very busy this late spring and summer, as the following list shows:

Concept Development for Visually Handicapped Children by William T. Lydon and M. Loretta McGraw is an unusually practical resource guide for educators. The authors are orientation and mobility instructors who found that much of their time had to be devoted to conceptual development beginning with body image and spatial organization. This book details very specific exercises and activities to develop these concepts, along with gross motor movement, posture, tactual discrimination, awareness of sensory information, time-distance, and compass directions. The book includes a list of references and additional suggested reading.

Retrolental Fibroplasia and Autistic Symptomatology by Joan B. Chase enlarges upon the author's dissertation and reports an intensive study of 263 subjects with RLF. The focus of the study is autism, a severe emotional disorder of childhood. Four possible causes of autism were tested; clear and positive relationships were, however, difficult to document. Again, a very complete reference list would be helpful to the research worker or student.

Science & Blindness: Retrospective & Prospective is a compilation of papers presented at one of the meetings celebrating the 50th Anniversary of AFB. The topics covered include psychosocial research and severe visual impairment, educational research, preparation for the professions, prosthetics research, and various aspects of sensory supplementation. The material is now two years old but since most of the papers are highly theoretical they do not suffer greatly by this time lag in publication.

Seven Careers updates a former AFB publication on careers in work with the visually handicapped. The careers described are: teacher, orientation and mobility instructor, rehabilitation teacher, rehabilitation counselor, social worker, therapeutic recreation worker, and occupational therapist. This is a typical career pamphlet, briefly indicating the content of each career, sources of training and possible settings in which such work might ultimately be found.

Blinded Veterans of the Vietnam Era, edited by Robert Lee Robinson, is essentially the proceedings of a conference held in Washington April 6-7, 1972. Since the booklet contains only 33 pages, including appendices, we must conclude that this is a very abbreviated version of the actual discussions with focus largely upon the differences between veterans of this war and blinded veterans of earlier wars.

An Introduction to Working with the Aging Person Who is Visually Handicapped and *How to Integrate Aging Persons Who are Visually Handicapped into Community Senior Programs* are brief and practical aids for families, professionals, and the general public lacking experience with blindness. The first book gives details of how to relate to a blind person, the second reports integration efforts of specific communities.

Career Education: This timely topic is the theme of the June 1973 issue of *The Lantern,* the regular publication of Perkins School for the Blind. Students are encouraged to find career-related employment, or at least pre-employment experiences, through working for faculty families, assisting in the maintenance of the school, and self-employment such as running the school candy and soft drink store, collecting wastepaper for recirculation, and a bicycle repair service. Beginning with the intermediate grades, the entire curriculum is career oriented. Obviously related are such programs as industrial arts, cooking, sewing and home economics, but some aspects of career education are built into English, field trips, and the guidance program. A Work Activity Program brings into the school subcontract jobs upon which students can be realistically employed. For some pupils, supervised part-time employment has been found in nearby factories.

Those who want a copy of this very interesting issue of *The Lantern* can probably obtain it by request to Perkins School for the Blind, Watertown, Mass. 02172.

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Our Cover: Looking over the world—or shall we say, looking the world over! At Western Pennsylvania School for Blind Children.

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A GREAT BARGAIN!

For the cost of mailing and postage, you can get copies of *The International Journal for the Education of the Blind* (predecessor of your present professional journal, *Education of the Visually Handicapped)* by written request to

Mr. Ralph McCracken
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Ky. 40206

There are just three complete sets of the *International Journal* available; these may be obtained as complete sets for $12.90. Individual copies of all issues other than Vol. XVI, No. 2 are available at 30¢ mailing cost per copy. Please make your check or money order payable to American Printing House for the Blind and include it with the list of the copies you want.

Some issues are in short supply. Orders will be filled on a first-come, first-served basis. All orders must reach Mr. McCracken by Feb. 1, 1974.

In ordering individual copies, please identify those you want by volume and number or by date of issue. We regret that it is impossible to provide a complete listing of the contents of these journals. If your school or public library has the *International Journal* on its reference shelves you would, by a visit to the library, be able to determine which copies you would like to own. Or if you already own quite a number of issues, you may wish to order those necessary to make up a complete set.

This great bargain is available because, whose private practice is devoted to as many of you know, Miss Marjorie Hooper, who for many years was our Managing Editor, has retired. At the end of this year, the office of the Managing Editor and back issues of *Education of the Visually Handicapped* will be moved to Philadelphia.

AEVH NEWS

Get Your Memberships In! The weeks—even the months—slip by rapidly so that we are now close to the end of the year. It is very important that you get your membership for 1974 into the central office before the end of December so that there will be no break in mailing out publications and other information to you. At year's end, we do a gigantic double check in which every Addressograph plate (the means by which mailings reach you) is compared with every membership card. To keep your individual records correct it is very important that we have, at the time of this double check, your correct address and an updated record of the workshop with which you wish to be affiliated.

So, if you have not already done so, please get your membership form and check in at once!

Remember that this year the membership form is in triplicate. No carbon is required to make the three copies—just write firmly with ballpoint pen or, of course, type. *Send in all three copies* to the central office. This applies to *all* members, including Life Members.

Report from the Board of Directors: The Annual Meeting of your AEVH Board of Directors was held in Louisville, Kentucky, on October 27, 1973. Meetings of a number of your national committees and of the Publication Board were also held during that weekend.

All members of your Board of Directors were present and there was a day of long, hard, and very efficient work.

There was a review of the membership record for 1973 with consideration of the various sources of membership. The total has just topped 2,500, a good record but we hope we will surpass it in 1974. There are many signs that members want to be more closely involved and this is exactly what will make AEVH more meaningful for all. Won't you get involved, too?

Final appointments to the standing committees were reviewed and the names of members of these committees appear later in this publication.

As you know, AEVH is now made up of six regions, a division of United States and Canada into groups of states and provinces. An important change in policy is the Board decision to relate the location of biennial conferences to these six regions. The locations of the next three conferences are already set; we will be in San Francisco in 1974, in Detroit in 1976, and somewhere in Oklahoma in 1978. Therefore the new policy begins with 1980 when the biennial conference will be held somewhere in the Northeast Region. Thereafter, these conferences will alternate among the six regions.

Your Board also decided that since salary schedules are handled by state and local school districts, the AEVH salary survey should be discontinued at this time. There was some discussion of the possibility that a salary survey is most helpful where paraprofessionals are concerned but it was also agreed that at this level, a local survey is needed.

There is a continuing, and perhaps growing, concern about sex education for visually handicapped children and your Board recognizes that perhaps AEVH should be more involved. However, other groups are also showing concern and taking action which it would be pointless to duplicate. Your Board therefore concluded that the first step should be appointment of a Task Force who will be asked to give further definition to the problem, to review the considerable literature which is pertinent, and to bring to the Board recommendations for action by AEVH. Some of you will be hearing from your President about membership on this Task Force.

Some new accounting procedures have been developed with the intention of keeping records with absolute accuracy. All items of income and expenditure will be coded and this code will be reflected in the annual financial report. The proposed budget for 1974 appears elsewhere in this issue.

Because of both expense and printers' delays, there continue to be some problems in promptly providing stationery for AEVH chapters. It was agreed that the central office shall try mimeographing chapter information on regular AEVH letterheads from which the central office information is dropped. We hope you will like this! It was further agreed that there is little value in providing to the chapters envelopes on which the central office return address is printed; this can lead to a good bit of confusion when a letter does not reach its addressee and must be returned by the post office—California letters get returned in Pennsylvania!

Considerable time was given to development of more detailed plans for AEVH regionalization. The situation is complicated by the fact that the Board wishes to give regions great freedom to develop activities and procedures which fit the needs of the individual regions yet a certain amount of standard procedure is necessary. Probably the delicate line between freedom and efficiency will be redrawn repeatedly as we all grow in experience. Currently, your President is working on the development of ad hoc committees, one for each of the six regions, who will start the ball rolling toward an effective regional organization. About this you will hear much more.

AEVH Board Committees: Much of the work of your association is done by groups of dedicated people who study the major problems coming before the association and provide recommendations to your Board of Directors and, ultimately to you. Quality decisions are not made in a moment, nor are they based upon whims or fleeting impressions; rather, it is necessary to have much thoughtful searching out of facts, a careful weighing of those facts, and a keen perception of the logical response to the facts. Much of that foundation work is done by your AEVH Board Committees.

Following is the list of Board Committees for the 1972-74 biennium. Considerations of space forbid the inclusion of the addresses of committee members but all will be glad to receive communications concerning their committee work; please address such letters to them at your central office address in Philadelphia and the letters will be forwarded to the person addressed promptly.

Special Board Assignments:

Policy Committee
Ferne Roberts, Chairman
Verna Hart
Carl Lappin
William McConnell
Jean Reed
Evelyn Rex

Standing Committees:

Long Range Planning Committee
Lee Jones, Chairman
Mrs. Linda Berry
Carl Davis
Norman Reimer
Ferne Roberts
J. Kirk Walter
George Whetstone

Program Committee
Ferne Roberts, Chairman
Gary Coker
Fran Doty
Dennis Duda
James Harelson
Robert Hansen
Phil Hatlin
Ross Huckins
York Hudgins
Mary Moody
Joan Sweeny

Certification Committee
Gid Jones, Chairman
Pat Carpenter
William Heisler
Freda Henderson
Elizabeth Jenerette
Eddie Langdon
David Neill

Legislative Committee
W.S. Davis, Chairman
Everett Hill
David Olson
Jerry Regler

Ad Hoc Committees:

Regionalization Committee
Richard Umstead, Chairman
William English
Lee Iverson
Paul Thompson

Finance Committee
Carl Davis, Chairman
Lee Jones
Norman Reimer
Lee Sanborn
Herbert Wolfe

Nominations Committee
Carl Davis, Chairman
Isabella Holmes
Janie Fox Jones
Lorraine Murin
Robert Okray
Geraldine Scholl
George Whetstone
Max Woolly

Membership Committee
Norman Reimer, Chairman
Margaret Ferguson
Isabella Holmes
Robert McMullen
Mary Namey
Rosanne K. Silberman
Ben Smith
Bill Underwood

Necrology Committee
Frank Andrews, Chairman
Dr. Natalie Barraga
Dorothy Misbach
Don Pickering

Resolutions Committee
Dennis Holmes, Chairman
William English
Everett Wilcox
Max Woolly

Youth Services Committee
Ross Huckins, Chairman
Charles Buell
Mary Folk
Edward Frazier
Negatha K. Jones
J. Dusty Johnson
Skip Frank Jones

Dues Study Committee
Lee Sanborn, Chairman
Gary Coker
Robert Dodge
Bob McQuie
Coker Stonger

Independent Living Skills Committee
Mary Moody, Chairman
Donald H. Edwards
David A. Neill
Margaret Miller
Jerry Regler

Publications Board:
Elinor Long, Chairman
Ralph Peabody
Betty Womack
York Hudgins

Necrology Committee: In preparation for the biennial Necrology Report, please send notice of the death of any of our members or of persons once connected with our work to Dr. Francis Andrews, 6130 Allwood Court–Apt. 322, Baltimore, Md. 21210.

It is urgently requested that all of you help Dr. Andrews even though you may think that probably someone else will also send the information you have. It does not hurt if he gets that same piece of information from many sources; it does matter a great deal if there is some member or former member about whom no one sends him information. If possible, please give the date of death and the previous professional connection of the individual. Thank you!

Budget for 1974

Projected Income

Memberships		
Regular	43,600	
Life	2,000	45,600
Investments		2,200
Chapter dues		800
Conference Income		7,500
Miscellaneous		600
		56,700

Anticipated Expenditures

1 Contract with PRG, Inc.		
1.1 Occupancy	3,000	
1.2 Personnel	18,000	21,000
2 Office supplies		500
3 Equipment & equipment maintenance		500
4 Printing (non-stationery)		500
5 Stationery		1,200
6 Accountant's fee		350
7 Travel		
7.1 AEVH staff	2,000	
7.2 AEVH officers	2,000	4,000
8 Postage		2,200
9 Telephone		1,200

10 Professional activities		
10.1 Publications	7,500	
10.2 WCWB	150	
10.3 Braille Authority	500	
10.4 ICEVH	860	
10.5 NAC	100	
10.6 Committee expense	200	
10.7 Workshop expense	400	9,650
11 Life membership reserve funds		2,000
12 Chapter dues		800
13 Regional dues		5,000
14 Conference & Selected Papers		7,500
15 Miscellaneous		240
		56,700

COURSES IN THE FIELD OF EDUCATION OF THE VISUALLY HANDICAPPED

Once again we are making an attempt to list the colleges and universities in the United States that we know that offer courses relating to education of the deaf-blind as well as the visually handicapped. Wherever the university has provided the information for us, we indicate whether courses are at the undergraduate or graduate level, dates, and whether financial aid is available. Each listing also provides the name of the person to whom interested students should write for more information.

Colleges are listed alphabetically, by state, with the following code:

*	Traineeships, scholarships or financial assistance available
U	Undergraduate
GM	Graduate—Master's level
GD	Graduate—Doctoral level

ALABAMA

Talladega College

Visually Handicapped & Deaf-Blind

Contact: John L. Parrish, Director
Rehabilitation Services Education Program
Talladega College
Talladega, Ala. 35160

Academic year 1974–75: U *

ARIZONA

University of Arizona

Visually Handicapped

Contact: Dr. Richard R. Champion
Department of Special Education
College of Education
University of Arizona
Tucson, Ariz. 85721

Summer 1974: U GM
Academic year 1974–75: GM *

CALIFORNIA

California State University, Los Angeles

Visually Handicapped

Contact: Dr. Rose-Marie Swallow, Assistant Professor
Department of Special Education
Calif. State Univ., Los Angeles
5151 State University
Los Angeles, CA 90032

Academic year 1974–75: M *

Deaf-Blind

Contact: Ms. Joy Efron, Asst. Prof.
Department of Special Education
5151 State University Drive
Los Angeles, CA 90032

Academic year 1974–75: M *

San Francisco State College

Contact: Prof. ~~Georgie Lee Abel~~ Phil Hatlen
Professor of Education
Dept. of Special Education
San Francisco State Col.
1600 Holloway Ave.
San Francisco, CA 94132

Summer 1974: GM
Academic year 1974–75: GM GD *

COLORADO

University of Northern Colorado

Visually Handicapped

Contact: Dr. Grace D. Napier
Assoc. Professor of Special Education
Univ. of No. Colorado
Greeley, Colo. 80631
Summer 1974: *
Academic year 1974–75: *

Deaf-Blind

Contact: Same as above
Academic year 1974–75: *

FLORIDA

Florida State University

Visually Handicapped

Contact: Dr. Gideon R. Jones, Coordinator, Visual Disabilities
Education for Special Needs
916 West Park
Florida State University
Tallahassee, Fla. 32306
Summer 1974: U GM *
Academic year 1974–75: U GM *

Multihandicapped-Blind

Contact: Same as above
Academic year 1974–75: U

ILLINOIS

Illinois State University

Visually Handicapped

Contact: Dr. Evelyn Rex
Fairchild Hall 312
Illinois State Univ.
Normal, Ill. 61761
Summer 1974: June 24–Aug. 16 U GM *
Academic year: Aug. 26, 1974–May 16, 1975 U GM *

Northern Illinois University

Contact: Dr. Larry Hapeman, Coordinator
Programs for Visually Handicapped
Graham Hall
Northern Illinois University
DeKalb, Ill. 60115
Summer 1974: June 24–Aug. 16 U GM
Academic year 1974–75: Aug. 28–May 12 U GM

MASSACHUSETTS

Boston College

Visually Handicapped

Contact: Ouida Fae Morris, Coordinator
Program for Visually Handicapped
Division of Special Education
Boston College
Chestnut Hill, MA 02167
Summer 1974: GM *
Academic year 1974–75: GM *

Deaf-Blind

Contact: Dr. Katherine Best, Coordinator
Deaf-Blind Program
Division of Special Education
Boston College
Chestnut Hill, MA 02167
Summer 1974: U GM *
Academic year 1974–75: U GM *

MICHIGAN

Eastern Michigan University

Visually Handicapped

Contact: Dr. Larry Geffen
Department of Special Education
Eastern Michigan Univ.
Ypsilanti, Mich. 48197
Summer 1974: U GM
Academic year 1974–75: U GM *

Michigan State University

Visually Handicapped

Contact: Mrs. Lou Alonso, Coordinator
Programs for Educ. of Visually Impaired and Deaf-Blind Children
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
Summer 1974: U GM GD
Academic year 1974–75: U GM GD *

Deaf-Blind

Contact: Same as above
Academic year 1974–75: U GM GD *

Wayne State University

Visually Handicapped

Contact: Dr. Kenneth Hanninen
Div. Of Teacher Education
College of Education
Wayne State Univ.
Detroit, Michigan 48201

Summer 1974: U GM GD
Academic year 1974–75: beginning Sept. 26 U GM GD

Western Michigan University
Visually Handicapped
Contact: Professor Donald Blasch
Department of Blind Rehabilitation
Western Michigan Univ.
Kalamazoo, Mich. 49001
Academic year 1974–75: GM *

NEW JERSEY

Jersey City State College
Contact: Dept. of Special Education
Jersey City State College
2039 Kennedy Blvd.
Jersey City, N.J.

NEW YORK

Dominican College
Visually Handicapped
Contact: Sister Mary McCormick, O.P.
Director of Special Education
Dominican College
Western Highway
Blauvelt, N.Y. 10913
Summer 1974: U *
Academic year 1974–75: U *

Hunter College
Visually Handicapped
Contact: Ferne K. Roberts, Asst. Professor
Program in Special Education
Hunter College
466 Lexington Ave.
New York, N.Y. 10017
Academic year 1974–75: GM

Teachers College, Columbia University
Visually Handicapped & Deaf-Blind
Contact: Professor Robert A. Bowers
Box 32
Teachers College, Columbia Univ.
New York, N.Y. 10027
Summer 1974: GM GD *
Academic year 1974–75: GM GD *

OHIO

Bowling Green State University
Contact: Dr. Darrel G. Minifie
Professor of Education
Bowling Green State Univ.
Bowling Green, Ohio 43402

Ohio State University
Visually Handicapped
Contact: Dr. ~~Richard G. Umsted~~ Gary Yarnell
Coordinator, Visually Handicapped
1945 N. High Street
356 Arps Hall
Ohio State Univ.
Columbus, Ohio 43210
Summer 1974: U GM GD
Academic year 1974–75: U GM GD *

OREGON

Pacific University
Contact: Pacific Univ.
Forest Grove, Ore. 97116

Portland State University
Visually Handicapped & Deaf-Blind
Contact: Ms. Madge Leslie, Prof. of Education
Special Education Department
Portland State University
Portland, Oregon 97207
Summer 1974: U GM *
Academic year 1974–75: beginning mid-Sept. U GM *

PENNSYLVANIA

Kutztown State College
Visually Handicapped
Contact: Dr. Robert Buckalew
Chairman, Dept. of Special Education
Kutztown State College
Kutztown, Pa. 19530
Summer 1974: U
Academic year 1974–75: U

University of Pittsburgh
Visually Handicapped
Contact: Dr. Ralph L. Peabody
Dept. of Spec. Ed. & Rehab.
Univ. of Pittsburgh
160 N. Craig
Pittsburgh, Pa. 15212
Academic year 1974–75: beginning Sept. GM *

Temple University
Visually Handicapped
Contact: Dr. P.E. Tait
Department of Special Education
Ritter Hall
Temple University
Philadelphia, Pa. 19112
Academic year 1974–75: GM GD *

SOUTH CAROLINA

University of South Carolina

Visually Handicapped & Deaf-Blind

Contact: Dr. Henry L. Witter, Director
Deaf-Blind Clinic, School of Education
Univ. of South Carolina
Columbia, S.C. 29208
Summer 1974: (VH only) GM *
Academic year 1974–75: GM *

SOUTH DAKOTA

Northern State College

Contact: Dr. Irwin I. Kuske
Director of Special Education
Northern State College
Aberdeen, S.D. 57401

TENNESSEE

George Peabody College

Visually Handicapped

Contact: Dr. Randall Harley, Assoc. Professor
Box 326, George Peabody Coll.
Nashville, Tenn. 37203
Summer 1974: June 10–Aug. 16 U GM GD
Academic year 1974–75: beginning late Aug. U GM GD *

Deaf-Blind

Contact: Dr. Stanley Bourgeault, Assoc. Professor
George Peabody College Box 326
Nashville, Tenn. 37203
Summer 1974: June 10–Aug. 16 GM GD *
Academic year 1974–75: beginning late Aug. GM GD *

TEXAS

University of Houston

Contact: Coordinator of Special Education
University of Houston
3810 Cullen Blvd.
Houston, Tex. 77004

The University of Texas at Austin

Visually Handicapped & Deaf-Blind

Contact: Dr. Natalie Barraga, Prof.
Coordinator, Visually Handicapped
Special Education Dept.
The Univ. of Texas
Sutton Hall 213
Austin, Texas 78712
Summer 1974: U GM GD
Academic year 1974–75: U GM GD *

UTAH

Brigham Young University

Visually Handicapped

Contact: Dr. John M. Crandell, Jr.
Coordinator, Programs for Preparation of Teachers of the Visually Handicapped
255 College Hall, Lower Campus
Brigham Young University
Provo, Utah 84602
Summer 1974: U GM GD
Academic year 1974–75: U GM GD *

VIRGINIA

Old Dominion University

Contact: Division f/t Visually Imparied
School of Education
Old Dominion Univ.
Norfolk, Va. 23508

University of Virginia

Visually Handicapped

Contact: Dr. Don L. Walker, Coordinator
Visually Impaired Program
Department of Special Ed. Rm. 152
School of Education Bldg.
University of Va.
Charlottesville, Va. 22903
Summer 1974: June 10–Aug. 17 GM GD *
Academic year: Sept. 4–Dec. 20, 1974, Jan. 13–May 18, 1975 GM GD *

REPORT OF THE ORIENTATION AND MOBILITY WORKSHOP

Three of the papers presented during sessions of this workshop will probably be printed in full elsewhere; their content will therefore not be described in detail here. These are the papers of Mr. Blasch, Mr. Lewis and Mr. LaDuke.

At the first session Miss Brenda Haynes provided a slide-illustrated talk on the work she has been doing with elementary age blind students at the Florida School for the Blind. Her talk and slides provided an overview of the following points:

Work in the area of environmental

exploration, measurement and posture.

Attempts at extinguishing mannerisms through structured activities

Teaching of directional concepts

Low vision assessment through games

Use of hand puppets to develop concepts of laterality

Work on formal mobility skills at the elementary level

Use of protective techniques with a hydrocephalic blind student

Miss Haynes explained some of the materials she has been using in her program, including Walkie Talkie, Chang Mobility Kit, "Early Years" magazine and Sesame Street materials (books, records, and puppets). Miss Haynes also explained a program centering around shapes, sounds, and body image which she had developed by adaptation of Sesame Street materials.

Subsequent discussion pointed up the importance of cooperation between physical education and orientation and mobility staff, of communication with parents and houseparents to have them assist with concept development, and some successes in working with elementary age blind children on formal mobility skills.

At a second meeting, Mr. Bruce Blasch, Lecturer, University of Pittsburgh, spoke on "Distance Visual Acuity and Perceptual Judgments." He discussed theories of visual perception along with his research in the area of simulation.

At a third session, Mr. Paul Lewis of Florida State University spoke on "Comprehensive Distance Evaluation for Low Vision Clients."

At a final meeting of the workshop Dr. Julian D. Newman, an optometrist, spoke on "The Examination of the Low Vision Patient." Dr. Newman discussed the licensing of low vision drivers. Accident rates are lower among low vision drivers and although some restrictions, such as no night driving, are placed on these licenses, he feels it is time to examine this question and change the criterion for driver licensing following the procedures that Florida and Massachusetts have tested. He feels that field restrictions are a more important criteria in licensing drivers than acuity rating. He stated that his proposal for the licensing of low vision drivers has been presented to the American Optometric Association but they have not made a policy statement.

On his main topic, examination of the low vision patient, Dr. Newman indicated he feels it will be important for orientation and mobility personnel and optometrists to work more closely together. He covered the following points:

Importance of correlating the visual problem with the visual pathology.

Eye care history often tells something about the person's motivation.

The importance of exploring how the individual functions in mobility

The importance of having O & M personnel develop criteria for referral.

O & M staff should be taking fields and acuities on their clients.

The information now transmitted is too subjective—empirical data is needed.

Causes of inaccuracies in visual acuity reports.

How to improve refractive examinations by including telescopic lenses.

Importance of near-point examinations.

Examination findings must be interpreted in terms of the need of the patient.

Dr. Newman stressed the importance of training the patient after an aid has been prescribed; the best aid can be of little value unless the patient is trained to use it properly.

Mr. Robert LaDuke of Stephen F. Austin University then spoke on "What has Happened to Orientation and Mobility—An Analysis of Current Trends."

The meeting closed with a discussion between the group and Dr. Gideon Jones, Chairman of the AEVH Certification Committee, about the certification of orientation and mobility instructors. Dr. Jones explained the AEVH program of certification for teachers but pointed out that AEVH is reluctant to establish standards for orientation and mobility instructors since AAWB has already done this. O & M instructors should be advised to take advantage of the AAWB certification. Persons who are not members of AAWB may still apply for their certification as long as they are members in good standing of at least one professional organization.

Officers for the 1972–74 biennium are: Chairman—Robert LaDuke; Co-Chairman—David Loux; and Recorder—Beal Pickett.

REPORT OF THE HOME ECONOMICS—ARTS AND CRAFTS WORKSHOP

An "Idea Exchange on Methods and Materials" highlighted the three sessions of the Home-Economics-Arts and Crafts Workshop.

At the first session, devoted to arts and crafts, various uses of scrap or inexpensive materials for projects were suggested. Among these were collages, box construction, bottle craft, bowls and small plaques from phonograph records, mobiles from plastic lids, crushed egg shells for covering bottles, beads, made from paper-clips or pop-top rings, modeling with soft bread mixed with Elmer's glue. Other activities teachers had found successful were macrame, spool knitting, rake knitting, mod podge, and weaving with plastic strips. The Teacher-Student Scissors from the Developmental Learning Materials Company were suggested for those who have problems learning to cut.

Techniques for labeling were described during the session on foods instruction. These included the use of magnetic strips, used film, plastic lids and Lobels (minature fruits and vegetables). For measuring, suggestions included dipping with a bent spoon when measuring liquids, keeping oil cold for ease in determining amount poured, and the use of something that will bend—paper plate or wax paper—under the cup or spoon into which dry ingredients are measured. To facilitate shopping for the blind homemaker, patronizing smaller stores where there is more service, taking advantage of the personal shopping service in department stores, and using volunteers were suggested. Because the use of the dishwasher saves time for other new projects, its use was recommended by teachers. Electric stoves were preferred by most instructors and attention was called to those that would be marked in braille by General Electric, and Amana microwave oven, with similar markings.

The home economics program suggested for boys might include cooking meals after school, using simple recipes, laundry, mending, crocheting of rugs, and sewing of ties and vests.

Some suggested solutions to scheduling problems were the use of a teacher-aid to serve meals students had prepared, planning one evening session each week and the use of double periods, the noon hour or a 3 to 5 p.m. period. Modular scheduling, the group felt, did not work.

PUBLICATIONS

The Meaning of Blindness: Some people feel that blindness elicits from the general public emotionally charged responses quite different from the responses to other handicaps, that blind people are regarded as objects of awe and, often, fear. A variety of reasons have been offered to explain why blindness is so different and there are those who argue that this attitude has existed over many centuries and rises out of the cultural unconscious to haunt us today.

In this book, Michael Monbeck lists and describes some of the emotionally intense reactions to blindness and blind people, then seeks through an exhaustive review of the literature to explain their origins. He goes back to some of man's earliest written records, traces attitudes toward blindness through novels, history, and legends. He concludes that blindness has a symbolic meaning and "When a sighted person encounters a blind person, therefore, he responds less to the individual person before him than to the archetypal patterns that are aroused within him."

To Monbeck's credit it must be said that he has done a remarkably thorough job. He seeks his evidence in such unlikely places as the *Divine Comedy,* the *Upanishads,* Greek myths, and St. Thomas Aquinas. The book represents an immense research effort, with a Bibliography 19 pages in length.

However, I had no feeling at any point in the book that Monbeck had ever seen a blind person. Does the legend, the cultural unconscious, have him so in its grip that he too avoids all contact with blind people?

I think that if attitudes toward blind people are bad (and I do not deny that they often are) blind people contribute to that fact and, inevitably, we who are their teachers and counselors also have a great responsibility. We are responsible every time we allow a blind adolescent to leave our schools with terrible mobility, unattractive grooming, and mannerisms which certainly do set him apart in our society. We are responsible every time we hand a high school diploma to a student who cannot spell or do the simplest arithmetic. We are responsible when blind youth think they do not have to follow the rules or meet the standards of the industry in which they want jobs. We are responsible when we are not honest with the kids we counsel, when we let them get by with less than the best they could do, with less than the fullest development they could attain. We do not have to go back to the Greeks or the Egyptians to explain why young people who are poorly prepared cannot get good jobs.

Monbeck, Michael E. *The Meaning of Blindness.* Indiana University Press, 10th & Morton Sts., Bloomington, Indiana 47401. Price: $6.95.

Materials from AAHPER: Through a special grant from the Bureau of Education for the Handicapped, the American Association for Health, Physical Education, and Recreation has established an Information and Research Utilization Center in Physical Education and Recreation for the Handicapped. Their first publications look quite impressive.

For example, there is an *Annotated Listing of Films* which describes 123 films dealing with various aspects of physical education, recreation, sports, camping, outdoor education, and perceptual motor activities for individuals with handicapping conditions. Rather few relate directly to blindness but many might contribute ideas to an alert physical education teacher.

A very practical booklet is entitled *Homemade Innovative Play Equipment.* Line drawings of equipment show proper dimensions for construction, and representative examples of activities which might be used in sequential progression with each piece of equipment. It looks as if most of the materials are quite ordinary and could easily be obtained. A real challenge for the do-it-yourselfer!

On the other hand, if you would like to have more money so you do not have to do it yourself, there is *Guide for Financial Assistance and Program Support.* This publication is intended to help in fund-raising from a great variety of sources and gives some success stories as models.

Aquatics for the Impaired, Disabled, and Handicapped provides a goodly number of references for the blind as does *Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons.* Finally, there is a *Guide to Information Resources* which tells you where to seek anything the other publications may have omitted!

These publications have already been supplied to your Instructional Materials Centers and could be obtained from them or, perhaps, by writing directly to American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The Resource Room: Would you like to know just how to set up a resource room to serve a whole county. Here is a model, with full details about relationships with other aspects of the educational organization, how to choose the school in which to establish the resource room, and suggestions about eligibility and the content of the program itself. Local needs would of course change some aspects of the program, but almost any school system would find this a valuable guide.

O'Brien, Rosemary. The integrated resource room for visually impaired children. *The New Outlook for the Blind,* Vol. 67, No. 8, October 1973, pp. 263-268.

A Referral and Rating Form: The September 1973 issue of *Exceptional Children* has a brief article about "A Referral and Rating Form for Trainable Children." Your Editor was curious and sent for a copy. It turns out that just about nothing on the form is highly visual and the form could probably be used just as effectively with retarded blind children as with those who can see. Estimated age norms range from 12 to 48 months but for a very retarded child the material could be used with much higher age levels. It would be especially valuable with children whose multiple handicaps render them untestable with most formal tests.

For a copy of the "Extended Report" and the rating form write to Rolf A. Peterson, University of Illinois at Chicago Circle, Department of Psychology, Box 4348, Chicago, Illinois 60680.

PERSONNEL

New Positions Available in Virginia:

1. One School Psychologist for the

Visually Impaired—Master's or Ph.D. with experience in clinical psychology.

2. Four Communications/Multi-handicapped Specialists—Bachelors or Master's in teaching the visually impaired.
3. Two Preschool Specialists—Bachelors or Master's in teaching the visually impaired.
4. Three Orientation and Mobility Specialists—Master's in the field of orientation and mobility.

Please call or write: Mr. Frank S. Penland, Director, Education Services Department, Virginia Commission for the Visually Handicapped, 3003 Parkwood Avenue, Richmond, Virginia 23221. (804) 770-2181

Gary, Indiana: There is need for a Research Teacher of Blind and Partially Seeing Children. A full time teacher aide is available to assist while transcription of instructional materials may be handled through a braille transcriber and volunteers. Starting salary between $8,790 and $12,465 depending on training and experience, with liberal fringe benefits. Write or call: B.A. Masoodi, Consultant for Blind and Partially Sighted, Lew Wallace School, 415 W. 45th Ave., Gary, Indiana 46408. Phone 887-5251.

Western State Hospital, Virginia: Work in a challenging new position of instruction in rehabilitation of blind patients. Salary $7,680 annually plus benefits. Requirements: Degree in Education. Experience with visually handicapped preferred. Good knowledge of agency and departmental procedures desirable. Ability to instruct effectively in individual and group situations. Start immediately. Contact M.W. Gaines, Personnel Director, Western State Hospital, 301 Greenville Ave., Staunton, Va. 24401. (703) 886-2345.

Examination Announcement, State of Washington: Handicapped Children Division Supervisor—plans, organizes and directs a statewide residential and education program for blind, deaf, and mentally retarded children. Requirements: Five years of successful administrative experience in the field of children and youth, at the budget, policy and administrative level. Master's degree in the field of children and youth may be substituted for one yea of the required experience, doctorate degree for two years. Salary range: $1703–2164. This is Examination Announcement Number 2-1090-347-OC. For further information write Washington State Department of Personnel, 60 S. Franklin, Olympia, WA 98504.

EQUIPMENT

Is It Worth the Money? Our bes contribution under the "Equipment" column is not a tangible object but a very challenging article on closed-circuit television reading systems (CCTV). We all know that there has been a rash o CCTV reading gadgets in recent years and it is quite difficult to know which are best—or whether any are really worth the money. The answer wil certainly vary from one visually handicapped person to another; the gadge that is just right for one may be al wrong for a person with a differen visual condition, a different temperament and different reading needs. I the gadget makes the difference between success and failure in school, o on a job, it is probably worth the cos which averages around $1,500.

The author of this article, Dr Gerald Friedman, is an optometris ow vision and one does not have to get far into the article before one knows that he is a practical man with understanding of the needs of the consumer. For example, he points out that the CCTV would be far easier to use if each of the control knobs were a different shape and therefore easily identified by touch. Especially amusing s his description of the instructions for one monitor on which the consumer is nstructed to make adjustments using a narrow-blade screwdriver through a tiny hole in the front of the monitor.

Dr. Friedman does not merely criticize but offers constructive suggestions some of which would equally apply to other "reading machines." At the moment we seem to be bombarded by expensive machines with visual, auditory and tactual output but all extremely expensive, pretty fragile and therefore n frequent need of repair, often difficult to learn to use and at best awkward in their construction. Perhaps f all the developmental money (which must be considerable) were concentrated on making one gadget really effective, blind people would be closer to having a way to access the printed page.

Friedman, Gerald R. The closed-circuit television reading system: fact or fiasco? The New Outlook for the Blind, Vol. 67, No. 8, October 1973. pp. 346-351.

REPORT OF THE LANGUAGE ARTS AND OREIGN LANGUAGE WORKSHOP

Under the leadership of Jean Reed, ndiana, and Kay Sweeney, Missouri, his workshop held three sessions with an average attendance of 23 members.

The first meeting was devoted to open discussion concerning 1) the teaching of grammar by a formal vs. a creative-writing approach, 2) the teaching of literature through the use of classic, contemporary, unit, or interest-oriented materials, and 3) textbooks in use and available in media which can be used by visually-handicapped students.

Invitations to present and discuss materials at the second meeting were accepted by Mr. Carl Lappin of APH and Mr. Norman Stark of Scott, Foresman and Company. Both emphasized that: "Listening skills must be intensified," and "Mini-courses are here to stay."

At the final session reports of special, unique, or particularly successful projects elicited the following ideas: creative drama after field trips; faculty dramatic presentations; fictional interviews and dramatizations, especially for work-experience students; three-dimensional posters in braille and large print; an evaluation-of-mass-media project; creative writing to music; extended analogies based on multi-sensory perceptions; tasting parties; and creative writing publications. Members were urged to assemble tangible materials demonstrating ideas which they have used for display at the 1974 convention.

A suggestion to change the name of this workshop to "Communications" was vetoed after discussion. Ways to provide more workshop value to foreign language teachers were also considered.

Workshop officers for the 1972-74 biennium are: Jeanne Thomas of New Mexico and Kay Sweeney of Missouri, co-chairmen; Jill Clark of Utah and Margaret Durcan of Pittsburgh, co-recorders.

CONFERENCES

ACLD: The 1974 International Conference of the Association for Children with Learning Disabilities will be held in Houston, Texas, February 27, 28, and March 1, 2, 1974. The meetings will be held at the Albert Thomas Convention Center and more information may be obtained by writing: 1974 Conference Headquarters, 67 Patti Lynn Lane, Houston, Texas 77024.

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FOUNTAINHEAD

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Our Cover: Come to San Francisco in June and see Lombard Street—"The World's Crookedest"—changes directions 10 times in one block! (Picture courtesy of San Francisco Convention & Visitors Bureau.)

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AEVH NEWS

NOTICE—CHANGE IN FOUNTAINHEAD: Your AEVH bulletin, FOUNTAINHEAD, will now be published in four issues each year, rather than five. However, each issue will be 20 pages, instead of 16. Thus you will receive the same number of pages each year.

This change is being made for several reasons. In some issues it has been necessary to print so much material on the business of the Association that we have lacked space for those other kinds of information we so much wish to provide, such as information about other events in our professional field, publications, equipment, etc. With more pages in each issue, we hope we can provide more variety in each issue and thus make our bulletin more relevant to all members. In addition, there will be some saving in costs with the reduced number of mailings. It is anticipated that FOUNTAINHEAD will now be mailed to you in February, April, September, and November of each year.

We continue to want very much to hear from every one of you about things you would like to have printed in this bulletin. You can make it your means of communicating with your fellow professionals. If you have information to share, or questions you think your fellows could answer, do send them in to us and we will try to get them into print. Deadline for each issue—last week of the preceding month.

NO PRELIMINARY BALLOT: Following the last election for AEVH officers, a number of members expressed a desire to participate more in the making of nominations, a desire to bring the process closer to the "grass roots." Consequently, a committee was asked to develop new procedures which would make it easier for every member to take an active part in determining the leadership of the Association. As you all know, the By-laws were changed so that a mail solicitation for nominations was done last fall.

It had been anticipated that this process would result in having a great many names suggested for the offices of President-Elect, First Vice President, Second Vice-President, and Secretary-Treasurer. This large number of names was then to be reduced to a manageable final ballot by preliminary voting in January of each even-numbered year.

Unfortunately, we had a very small response to the request for nominations which was sent to all of you last October. Consequently there is no material for, or need for, a preliminary ballot.

In accordance with your By-laws, a final ballot will be sent to you on April 1st with the request that you respond promptly, by mail which must be received in your central office no later than May 1st.

Remember, in AEVH, as in any democracy, it is important to vote!

COME TO SAN FRANCISCO: We hope that all of your calendars are clearly marked with "AEVH 52nd Biennial Conference" on the dates June 23rd through 27th of this year. It will be a great meeting!

The conference hotel is the Sheraton-Palace which is wonderfully located within a few blocks of San Francisco's historic and fun spots and close to the beautiful downtown shopping area. Indeed, the hotel itself is one of the city's most beautiful and stately buildings, famous for its decor and especially for its magnificent chandeliers. In recent years a great deal of money has been spent to redecorate and make it a most comfortable and attractive place.

Your Northern California Chapter, your hosts, began to plan for this conference while in Miami for the last biennial meetings so you know they have given a great deal of thought, time, and effort to seeing that you will enjoy your stay in their area. Under the leadership of our President-Elect, Ferne Roberts, the Program Committee has developed extremely interesting and rewarding professional meetings which are presented in detail on the following pages of this bulletin. We hope to have a considerable number of fine exhibits in a conveniently located exhibit area.

Of course, there are loads of fun things to do in San Francisco, so many that you had better plan to spend at least a couple of extra days either before or following the professional meetings. For example, there is the Red and White Fleet of sightseeing vessels for Bay cruises which provide a magnificent view of the city, Mount Tamalpais, and the famous Golden Gate Bridge. Or how about a Gray Line tour? Go to San Francisco's famous Chinatown, visit Old Mission Dolores where the city began, Fisherman's Wharf, or the magnificent homes at Sea Cliff. Cross the great bridge to Sausalito, a truly fascinating spot, or take the longer trip to Muir Woods to see the giant redwood trees some of which rise to a height of more than 300 feet. Or perhaps you would like to drive down the rugged Pacific coast on a visit to Monterey. The choices are many—the Napa Valley Wine Country, the California Gold Country, or just a tour of the city's well known night clubs—whatever your choice, you are sure to have a good time.

So . . . . COME TO SAN FRANCISCO!

REGIONALIZATION: With what seems a very clear mandate from the membership (more than 95% of those voting were in favor of regionalization) your Board of Directors has proceeded with the development and implementation of careful plans for the regionalization of AEVH.

The goal is to achieve freedom for the regions without losing the meaningful structure of AEVH as a whole; each region should have flexibility to meet the special needs of its members. Regional meetings should be closer and easier to attend than biennial conferences usually can be and their content may be more relevant to each region. Activities other than meetings can be developed and every member should have a greater opportunity for active participation in the government of the association, the committee activities, the program planning, etc. However, some kinds of structure are necessary in order to keep the total organization running smoothly.

To establish this firm but minimal structure, the Board of Directors recommends that all regions start with a basic constitution and by-laws to which they may add a great variety of details to meet their regional needs. Guidelines for running the business of the region and for relating to the international organization are also provided. Both documents are printed in subsequent pages of this bulletin.

Each region will have its own officers. Ad Hoc Committees in the six regions have been named by President Lee Jones. The major assignment of these committees is to develop a slate of officers for each region, although the committees are free to take other steps toward active regionalization. Ballots for the officers of each region will be mailed out at the same time that ballots for officers of the international organization are mailed later this spring. Names of the members of the Ad Hoc Committees are listed in this bulletin. I am sure they would welcome any suggestions you might wish to make to them. This is *your* association—be active in it!

NEWS FROM THE CHAPTERS

GREATER METROPOLITAN REGIONAL CONFERENCE: The Greater Metropolitan Regional Chapter of AEVH will be hosting and sponsoring a conference for DVH of CEC on April 15, 1974 from 9:30 a.m. to 4:00 p.m. at Thorndike Hall, Teachers College, Columbia University. The focus will be on "Educational Implications of Low Vision." Featured presentations will be made by Dr. Eleanor Faye and Dr. George Hellinger, both of whom are directors of low vision clinics in large metropolitan agencies. Case studies and demonstrations of low vision aids will be included. For additional information, please contact Dr. Rosanne K. Silberman, Hunter College, Programs in Special Education, 466 Lexington Avenue, New York, N.Y. 10017. This will be the second event sponsored by the Greater Metropolitan Chapter. The first organizational meeting of the chapter took place on November 14, 1973. The program included ratifying the constitution and electing officers, as well as a presentation by Miss Marjorie Hooper, the first Executive Secretary of the National Braille Association, on "The Resourceful Teacher—A Look at Media and Materials."

NORTHERN CALIFORNIA CHAPTER: On October 13, 1973, the Northern California Chapter held its first meeting of the school year at California State University, San Francisco. The program was highlighted by a talk from Mr. Don Keeney, State Department of Education Consultant for the Multi-Handicapped. This was followed by a panel of teachers and therapists with the multi-handicapped discussing their school programs.

At the business meeting the following motions were passed:

1. That the Northern California Chapter of AEVH oppose the reduction of funds for the Linda Vista Convalescent Home in Marin County.
2. That the Northern California Chapter go on record as opposing California Proposition I.
3. That the Northern California Chapter of AEVH communicate to appropriate legislators and/or media urging that action be taken to insure the maintenance of state funds for the blind.

The next meeting of the Chapter will be a joint meeting with the Northern California Chapter of AAWB to be held January 12, 1974, at the Sacramento Society for the Blind. The program will be "Career Education for the Visually Handicapped—From School to Work." The speakers will include Mr. Ted Hawthorn, California State Department of Education Consultant on Vocational Education for the Handicapped, a panel of successfully employed blind persons with additional disabilities, and a panel of rehabilitation counselors and educators in the area of Career Education.

INDIANA: Under the leadership of Jean Reed, a member of the AEVH Board of Directors, Indiana is moving toward the formation of a state chapter. Letters of invitation have been sent to a considerable number of people but we are sure that the available list of teachers of visually handicapped children was not complete. Won't you communicate with friends in Indiana and let them know that they can become charter members of the Indiana Chapter by contacting Jean Reed at the central office address or at the Indiana School. Thank you!

AEVH Conference Program
June 23–27, 1974

EQUAL EDUCATIONAL OPPORTUNITY FOR ALL THE VISUALLY HANDICAPPED

Sunday, June 23, 1974

2:00 P.M. Conference Registration

3:00 P.M. Workshop Officers Meeting

8:00 P.M. General Session I
Chairman: W. Lee Jones, AEVH President
Invocation
Welcomes
Response

Keynote Address— Equal Educational Opportunity for All the Visually Handicapped
Dr. Berthold Lowenfeld

Benediction

EXHIBITORS' AREA WILL BE OPEN FOLLOWING THE GENERAL SESSION

Monday, June 24, 1974

The day's theme: Equal Opportunity for Cognitive Development

9:00 A.M. Association Business Meeting I
Chairman: W. Lee Jones
Report of the President for the 1972–74 biennium
Presentation of Amendments to the Constitution

9:45 A.M. to 12:00 Concurrent Sessions I

A. *Cognitive Development in Young Visually Handicapped Children*
Chairman: Rose-Marie Swallow, California State University at Los Angeles

B. *Enhancing Communication Skills Through Improved Instruction and Technology*
Chairman: Joan Sweeney, California State Department of Education

C. *New Approaches to Increasing Reading Skills*
Chairman: Gloria Calovini, Instructional Materials Center, Illinois State Department of Public Instruction

2:00 P.M. Group I Workshops

3:45 P.M. Group II Workshops

7:00 P.M. Special Interest Group Meetings

A. *Youth Services Committee*
Chairman: Ross Huckins

B. *Deaf-Blind Centers and Services: Roundtable Discussion*
Chairman: Robert Dantona, Bureau of Education for the Handicapped, United States Office of Education

7:00 P.M. Films, Equipment and Media Demonstrations.

Tuesday, June 25, 1974

The day's theme: Equal Opportunity for Perceptual and Motor Development

9:00 A.M. General Session II
Chairman: W. Lee Jones, AEVH President

Conference Presentation: *The Impact of Perceptual Variations in the Development of Visually Handicapped Children*

Dr. Jeanne McCarthy, Director, Leadership Training Institute in Learning Disabilities, University of Arizona, Tucson, Arizona.

10:00 A.M. to 12:00 Concurrent Sessions II

A. *Today's Visually Handicapped Children*
Chairman: Elinor Long, Pennsylvania Department of Education

B. *Behavioral Analysis–A Way to Organize Services for Multiply Handicapped Children*
Chairman: Gary Yarnall, Louisiana Department of Education

C. *Broadening the Span of Orientation and Mobility Services*
Chairman: Philip Hatlen, San Francisco State University

D. *Identifying Learning Disabilities*
Chairman: Sally Mangold, Castro Valley Public Schools

2:00 P.M. Group II Workshops

3:45 P.M. Group I Workshops

7:00 P.M. Host Committee Dutch Treat Reception

Wednesday, June 26, 1974

The day's theme: Equal Opportunity for Affective Development

9:00 A.M. Association Business Meeting II
Chairman: W. Lee Jones, AEVH President
Report of Executive Secretary for the 1972–74 biennium
Resolutions
Other Business

10:30 A.M. to 12:30 P.M. Concurrent Sessions III

A. *Daily Living Skills–Passport to Independence*
Chairman: D. Gary Coker, Tennessee School for the Blind

B. *Helping Visually Handicapped Children Manage Emotions*
Chairman: York Hudgins, DeKalb County Schools, Atlanta, Georgia

C. *Social and Recreation Skills for Visually Handicapped Children*
Chairman: Moe Haralsen, Indiana School for the Blind

D. *Papers by AEVH Members*

2:00 P.M. Group I Workshops

3:45 P.M. Group II Workshops

7:00 P.M. Films Equipment and Media Demonstrations

7:00 P.M. Special Interest Groups II

A. *Karate Demonstration*
Chairman: Robert Dodge, San Mateo County Public Schools

B. *School Secretaries and Fiscal Officers*

Thursday, June 27, 1974

The day's theme: Career Education

9:00 A.M. General Session III
Chairman: W. Lee Jones

Conference Presentation: *Innovation in Career Education*
Dr. William F. Pierce, Deputy Commissioner for Occupational Education, United States Office of Education

10:00 A.M. to 12:00 Concurrent Sessions IV

A. *Career Education for Students Who may not Attend College*
Chairman: Ross Huckins, California School for the Blind

B. *Career Education for College-Bound Youth*
Chairman: John Best, Division of Special Education, El Paso, Texas

C. *Team-Work–Services to the Visually Handicapped*
Chairman: Robert Hansen, Texas School for the Blind

GUIDELINES RE REGIONAL ORGANIZATION

The six regions of AEVH are conceptualized as integral parts of the international organization, combining the flexibility to meet local needs with strong ties to the total organization. Indeed, we would like to put it even more strongly. The regions *are* the total organization, unified by a relatively small administrative group called the international officers and served by a small group of paid workers who make up the central office.

Since the regions represent a new way for AEVH to function, a way with which none of us has any experience, it would be fair to say that the organization of regions as now proposed is on trial and it is very likely that, with experience, it will be changed. Some variations in regional organization will almost certainly be necessary because variations in regional needs almost certainly exist.

However, much thought has been given to the procedures for regional organization now proposed and it would be appreciated very much if all regions would give these procedures a fair trial before proposing drastic changes.

There are certain ways in which the regions should not vary:

1. No region should impose special dues. The regular income of the region is $3.00 per member in that region, which sum will be forwarded to the regional secretary-treasurer at regular stated intervals, along with a statement of number of members in that region, by the central office. Membership forms are now provided in triplicate so that one copy can be forwarded to the region.
2. All regions should develop at least one regional meeting in the odd-numbered years. These meetings are to be so planned that they are financially self-sufficient. Central office staff will be glad to confer with regional officers in the planning stages to try to assure that the program offering is of high quality, the conference is well planned and managed, and the financial arrangements appear sound. The international organization is not financially responsible for regional meetings.
3. Other interests and services should be ongoing, their specific nature relevant to the needs of the membership in that region. Chapters within the region, and especially student chapters within the region should relate directly to the regional officers.
4. Officers of the region should provide active leadership and should keep the activities and business of that region moving. If, for personal reasons, an elected regional officer cannot carry the responsibilities implied by his office, he should promptly turn those responsibilities over to the next officer in line.
5. Should a regional officer fail, for any reason, to keep the business of the region moving and should he also fail to turn his authority over to the next officer in line of responsibility, we trust he will understand that it will become necessary for the international officers and/or the central office to inquire how the activities of the region are going to be carried out and if necessary, to transfer the authority to the next officer in line. To put it another way, the region has great freedom to run its activities and its business in its own way as long as it keeps them moving successfully. For the sake of members within the region and for the health of the total AEVH body, the international officers must move to strengthen the re-

gion if some weakness does develop.

For this latter action a model already exists in the AEVH workshop procedure. In each workshop a chairman, co-chairman and secretary are elected and the plans and activities of the workshop are in their hands. However, if a chairman is unable to be active it is fully understood that the leadership will fall on the shoulders of the co-chairman, and if the co-chairman cannot carry the responsibility, leadership automatically is transferred to the secretary. In those few cases where all three elected workshop officers are lost during a biennium, the AEVH Second Vice President chooses a chairman and asks that individual to reorganize the workshop and see that its activities are carried forward. It is hoped that it will never be necessary to do that for a region but the model exists if it is needed.

6. The terms of officers and directors of a region shall be identical with the terms of the international officers; i.e., the regional officers will be elected by mail ballot at the same time that the international officers are elected and they will take office at the end of the international biennial conference and will be in office two years or until their successors are elected.
7. Each regional secretary-treasurer shall, at the end of each calendar quarter (i.e. on April 1, July 1, October 1 and January 1) forward to the AEVH central office a brief report of regional activities in that quarter, a statement of plans for future activities, and a copy of the regional financial report for that quarter. When that is received in the central office (and not until it is received) the AEVH Executive Secretary will forward to the regional secretary-treasurer $3.00 for each AEVH member added to that region's roles during that quarter.
8. Each region will have one representative on the AEVH international board of directors. This person must be a member of the board of directors of his or her region but it is up to each regional board of directors to determine which of them shall be the international director, except during the 1974–76 biennium. It is suggested that the immediate past chairman of the region be the director on the international board but the region is free to vary from that. This means that experienced leadership from the regions can move to the international level and acquire that international experience which is required in order to be open to consideration, at some later date, for the presidency of AEVH. If the immediate past chairman cannot move into the directorship at the international level, it is strongly suggested that the person chosen for this directorship serve for the full two-year period. Such stable representation is most likely to provide well informed input and strong representation of the region at the international level.
9. Also built into the structure is representation of the regions on certain committees at the international level.

Thus it is hoped that the program of regionalization will provide for every member improved communication both up and down the officer–member structure, with more direct representation and widened opportunities for professional growth. Regionalization provides the opportunity to be involved!

The first steps toward a regional organization will be taken by ad hoc committees which are now in the process of appointment by the President. These committees are free to take any steps they believe will facilitate and smooth the initial organization of their region. However, their major responsibility is to develop a slate of officers for their region. This slate of officers must be in the AEVH central office no later than March 1st, 1974; with the slate must be a brief vita for each candidate and a signed statement from that candidate that he or she will serve if elected.

CONSTITUTION OF THE AEVH . . . . REGION

Article I – Name and Geographical Area

Section 1. The name of this region shall be the . . . . Region of the Association for Education of the Visually Handicapped.

Section 2. The geographical area encompassed by this region shall be . . . .

Article II – Purpose

The purposes of this region shall be:

(a) To support and promote all purposes of the Association for Education of the Visually Handicapped as stated in the Constitution of the international association.

(b) To interpret the purposes of AEVH in the light of local or special needs and interests of AEVH members within this designated region and therefore

(c) To provide activities, services, and opportunities for professional growth especially suited to AEVH members within this designated region.

Article III – Membership

Section 1. All AEVH members in good standing and using for membership purposes an address within the designated region as defined in Article I, Section 2, shall automatically become a voting member of this region.

Section 2. The . . . . Region is an intergral part of the Association for Education of the Visually Handicapped and may not be affiliated or otherwise officially a part of any other association or organization.

Article VI – Dues

Section 1. The only dues of this region shall be the regular dues to the Association for Education of the Visually Handicapped; for each member within this region, AEVH will return $3.00 to the Secretary-Treasurer of this region, this return to be made along with a current statement of membership in the region at the end of each calendar quarter.

Section 2. The regular dues of the AEVH shall be paid directly to the central office of AEVH as the AEVH officers may from time to time direct (i.e., through a membership chairman, by direct mail to the central office, etc.)

Section 3. The fiscal year of this region shall coincide with the fiscal year of the Association for Education of the Visually Handicapped.

Article V – Officers

Section 1. The officers of this region shall be a Chairman, a Chairman-Elect, a Secretary-Treasurer, and, for the 1974–76 biennium, a Representative to the AEVH Board of Directors. Beginning with the 1976–78 biennium, the Immediate Past Chairman shall be a member of the regional board of directors and, at the discretion of the regional officers, he may be their representative to the AEVH Board of Directors. All officers and directors shall be elected to serve for two years, their terms of office to begin at the close of the AEVH Biennial Conference and to coincide with the terms of office of the AEVH international officers.

Section 2. Three Directors shall be elected. These three Directors, along with the elected officers and, beginning with the 1976 biennium, the Immediate Past Chairman, shall make up the regional board of directors. This board of directors shall meet at least once in each calendar year to take care of the business of the region.

Section 3. If a vacancy occurs in the office of Chairman, or if the Chairman is temporarily unable to carry on his responsibilities, that responsibility and authority will automatically be transferred to the Chairman-Elect; if necessary, responsibility and authority will automatically be transferred to the Secretary-Treasurer when both Chairman and Chairman-Elect are unable to carry it. If the activities and business of the region cannot be, or are not, carried on by its elected officers, the Board of Directors of the Association for Education of the Visually Handicapped may, conferring with representatives of the region, appoint officers and directors to carry on that business.

Section 4. For the 1974–76 biennium, a Representative to the AEVH Board of Directors shall be elected by the membership. Beginning with the 1976–78 biennium, that elective office shall be dropped and the Immediate Past Chairman will usually be the Director representing this region on the AEVH Board of Directors. If it is not possible for the Immediate Past Chairman to act as Director on the AEVH Board of Directors, the board of directors of the region will choose, among themselves, another person to be that Director. The person who represents the region on the AEVH Board of Directors must be a member of the regional board of directors.

Section 5. Should any office become vacant, the remaining members of the regional board of directors shall appoint a person to fill the unexpired term. However, should the regional board of directors fail to fill the vacancy within three months of the date on which the vacancy occurred, the AEVH Board of Directors may, conferring with representatives of the region, appoint a person to fill the unexpired term.

Article VI – Meetings

Section 1. There shall be at least one professional meeting in each biennium, that meeting to occur in the odd-numbered year.

Section 2. One-third of the regional membership shall constitute a quorum to conduct business at a regular or called meeting.

Article VII – Amendments

This Constitution may be amended by mail ballot or at any regular meeting by a two-thirds vote of the regional membership provided that

(a) Such changes have been reviewed in advance by the Executive Secretary and/or First Vice President of the Association for Education of the Visually Handicapped and found to be in harmony with AEVH regulations and policies concerning AEVH regions.

(b) Such amendments have been submitted in writing to the regional membership ninety (90) days prior to the voting.

(c) Such amendments will also be reviewed at the next meeting of the AEVH Board of Directors.

Article VIII – Enabling Section

By action of the AEVH Board of Directors, this Constitution shall be the lawful means of organization of the region until regional officers and directors can be elected and installed. On or shortly after June 27, 1974, the board of directors of the region shall meet to form committees, plan details of regional organization, begin to plan for the 1975 regional conference, and generally carry on the business of the region. At that time a committee may be appointed to consider additions and necessary changes in this Constitution. Any such changes must be submitted for approval as "amendments" (see Article VII). This Constitution, with approved amendments, if any, shall be offered to the membership of the region for their ratification at the first business meeting of the region.

BY-LAWS OF THE AEVH . . . . . . REGION

Article I – Duties of Officers

Section 1. The Chairman shall preside at the meetings of this region and of its board of directors. He shall appoint, and be an ex-officio member of all committees except the Nominating Committee.

Section 2. The Chairman-Elect shall fill the duties of the Chairman in his absence or in case of his inability to carry on those duties.

Section 3. The Secretary-Treasurer shall keep a careful record of the proceedings of each meeting. He shall notify the Board of Directors of the region and the Executive Secretary of the Association for Education of the Visually Handicapped of the time and place of board meetings and shall notify the regional membership and the Executive Secretary of AEVH of all business and professional meetings of the region. He shall, as directed by the Chairman, carry on the correspondence of the region. He shall maintain the records of the region, including membership records upon which he will confer as necessary with the AEVH central office. At the end of each calendar quarter, he shall forward to the AEVH Executive Secretary a brief report of regional activities during that quarter, future plans for the region, and a copy of the quarterly financial report of the region. He shall be responsible for appropriate banking and paying out of monies belonging to the region, keeping an itemized account of receipts and expenditures; a copy of this shall be sent, quarterly, to the AEVH Executive Secretary and it shall be reported at appropriate intervals to the regional membership. The books shall be audited annually by a special committee appointed by the Chairman; these books may also be reviewed at any time by the AEVH Executive Secretary and/or First Vice President or their representative.

Article II – Committees

Section 1. The Chairman shall appoint the following standing committees:

(a) Membership Committee–whose duties shall be to interest and secure membership of eligible persons. The chairman of this committee will automatically be a member of the international AEVH Membership Committee.

(b) Program Committee—whose duties shall be the provision of a suitable program for the regional meeting or meetings. The chairman of this committee will automatically be a member of the Program Committee planning the AEVH Biennial Conference.

(c) Legislative Committee—whose function shall be to study legislative needs and proposals and to keep the membership informed on Legislative problems. The chairman of this committee will automatically be a member of the Legislative Committee of the international AEVH.

Section 2. Nominations for election of officers and directors of the region shall be made by a committee of not less than three (3) chosen by the Chairman. This committee may seek the suggestions of members in any way approved by the regional board of directors. In developing their slate, the committee should seek to include representation of all the states and provinces in the region and of all the types of AEVH membership. This slate of nominees, preferably providing two candidates for each office, shall be forwarded to the AEVH Executive Secretary not later than February 15th of each even-numbered year. With the slate shall be a brief vita of each candidate (no more than 50 words) and a statement from each condidate of willingness to serve, if elected. The ballot for regional officers and directors, along with the vitas, will be mailed to all AEVH members in that region at the same time that the ballot for international officers is mailed.

Article III – Parliamentary Procedure

Robert's Rules of Order, Revised, shall be used as a guide by this region in carrying out its parliamentary procedure.

Article IV – Amendments

Amendments to these By-Laws may be made at any regular or special meeting of the region by a majority vote, but must be reviewed by the Executive Secretary and/or First Vice President of the Association for Education of the Visually Handicapped and found to be in harmony with AEVH regulations and policies concerning AEVH regions. Such amendments will also be reviewed at the next annual meeting of the AEVH Board of Directors.

Article V – Enabling Section

By action of the AEVH Board of Directors, these By-Laws shall supplement the regional Constitution and be the lawful means of organization of the region until regional officers and directors can be elected and installed. On or shortly after June 27, 1974, the board of directors of the region shall meet to form committees, plan details of the regional organization, and generally carry on the business of the region. At that time a committee may be appointed to consider additions and necessary changes in these by-laws. Any such changes must be submitted for approval as "amendments" (see Article IV). These By-Laws, with approved amendments, if any, shall be offered to the membership of the region for their approval at the first business meeting of the region.

REGIONAL AD HOC COMMITTEES

1. Northeast – Larry Campbell, Chairman, Mass.
   Mr. Daniel Harmer, Canada
   Wilfred E. Williams, Canada
   Father Wilfred Laurier, Canada
   Sister T. Parent, Canada
   Carl Davis, Mass.
   Mrs. Eunice L. Kenyon, Mass.
   David P. Dorr, Maine
   Jules Cote, N.H.
   Richard W. Branting, Vt.
   George P. Barros, R.I.
   Frank Johns, Conn.

2. Middle Atlantic – Norman Reimer, Chairman, Penna.
   George Whetstone, Canada
   Rosanne Silberman, N.J.
   Ferne Roberts, N.Y.
   Thomas Patterson, N.Y.
   Coker Stogner, N.J.
   Verna Hart, Penna.
   Miss Elinor H. Long, Penna.
   Norman Balot, Del.
   Lee Sanborn, Md.
   Mrs. Rosemary O'Brien, Md.
   Miss Josephine Taylor, Washington, D.C.

3. Southeast – Mary Namey, Chairman, Fla.
   William McConnell, Va.
   Frank S. Penland, Va.
   Dennis Holmes, Va.
   Max D. Carpenter, W. Va.
   Roger Elser, W. Va.
   Samuel J. Cole, N.C.
   Mr. Eugene Anthony, N.C.
   N.F. Walker, S.C.
   Norman Verigood, S.C.
   Thomas H. Ridgeway, Ga.
   Mrs. Isabella C. Holmes, Ga.
   W.S. Davis, Fla.
   Celsa Alonso, P.R.

4. North Central – Andrew S. Papineau, Chairman, Wisc.
   Peter Wilby, Canada
   A. Charles Weir, Mich.
   Dr. David Haner, Mich.
   Vince Svaldi, Minn.
   Miss Glenda Martin, Minn.
   Charles R. Borchert, N.D.
   Miss Janet Smaltz, N.D.
   George McCrea, S.D.
   Jerry Regler, Neb.
   Don Pickering, Neb.
   Harold L. Hodges, Ka.
   Charles C. Woodcock, Iowa
   Richard E. Fischer, Iowa
   Donald W. Johnson, Mo.
   Virginia Murray, Mo.
   Dr. Evelyn Rex, Ill.
   Mr. H. Michael Jacoby, Ill.
   Mr. Russell Trowbridge, Ill.
   Mrs. Jean Reed, Ind.
   Dick Umstead, Ohio
   D.W. Overbeay, Ohio
   Carl Lappin, Ky.
   W.D. Evans, Ky.

5. South Central – Robert Hansen, Chairman, Texas
   W. Buck Schrotberger, Colo.
   Wilber Fulka, Colo.
   Victor Countz, N.M.
   Jerry Watkins, N.M.
   V.R. Carter, Okla.
   J.M. Woolly, Ark.
   Mrs. Dolores B. Price, Tenn.
   Clay Coble, Tenn.
   Anthony J. Pizzolato, La.
   Joseph C. Glorioso, La.
   R.C. Benton, Miss.
   Herman White, Miss.
   George Dabbs, Ala.
   Miss Betty Layton, Ala.

6. Western, Madge Leslie, Chairman, Oregon
   Dr. Donald Drozda, Canada
   Ken McKie, Canada
   Mr. M.V. Thorsall, Canada
   Mr. J.L. Canty, Canada
   Floyd J. McDowell, Mont.
   H. Smith Shumway, Wyo.
   Edward N. Reay, Idaho
   Mrs. Ina Kurtzhals, Utah
   Dr. John M. Crandell, Utah
   Dr. Betty Hannah, Ariz.
   Richard Champion, Ariz.
   Roy Brothers, Wash.
   Donald H. Edwards, Ore.
   Mr. Robert A. McMullen, Ca.
   Mrs. Margaret H. Ferguson, Ca.
   Mrs. Jane Brodie, Alaska
   Santiago Agcaoili, Hawaii

REPORT OF THE MATHEMATICS WORKSHOP

Under the leadership of Joseph Wasserman, Chairman, with Thurman Perkins as Recorder, the first meeting involved discussion of the need for teacher manuals for the various grade levels of the Nemeth Code System. A committee appointed by the 1970 workshop had been unable to complete teacher manuals because of lack of definite adoption of recent revisions of the Nemeth Code. Dr. Warren Germain and Dr. Mae Davidow expressed the need for manuals for the junior and senior high school as well as kindergarten through sixth grade levels. The American Printing House is willing to put these manuals into ink print now and later into Braille.

Discussion of the abacus shows that it is the single most used tool for computation in schools for the blind and Dr. Davidow's work is reaching out into the public schools, attesting that the abacus is even becoming important among the sighted. Teachers of mathematics must learn how to use the abacus through either in-service programs or federally funded college programs. To meet the problem of the multiply handicapped for easier manipulation of the abacus the American Printing House reported a one-third larger model.

Topics suggested for the 1974 Conference included the difficulty of teaching measurement, use of various measuring devices and programmed instruction of mathematics.

At a second meeting the speaker was Mrs. Suzanne Tesinsky of Southern College, Orlando, Florida, on "The Blind Computer Programmer." The computer is a machine which does repetitive tasks. Roughly three levels of staff work with the computer: The coder who requires little training, the business or scientific programmer, and the analyst who is most advanced. Steps used by a sighted person in computer programming were reviewed with comment on adaptations in these steps by the blind programmer.

Most successful in programming are persons with a high school diploma or above, who have had two years of high school math and symbolic logic, who are well rounded as evidenced by a psychological test, and who have good reasoning and mathematical aptitude. In addition, medical reports are studied and an interview seeks to evaluate the stability of his physical condition, his motivation and his adjustment to his handicap. Blind programmers must be competent in Grade 2 Braille, proficient in typing and tabulating and use of the Braille writer. Finally they should be intellectual persons with a sense of humor and an outgoing personality.

At Southern College blind and sighted programmers are trained together. Most blind candidates are placed in employment. Personality, not lack of skill, prevents a few from holding a job. Course materials for the blind are in Braille or on tape.

The speaker at the third meeting was Mr. Fred Gillis, telling about the math lab at University of Miami. This involves two lectures per week for a group of 250 students, followed by smaller sections on other days. In the small groups professors and graduate students give assistance as needed.

Then the Dade County math lab program for primary grades was described. It involves the behavioral approach. A large room with learning areas is used. The first area provides a pretest to ascertain the level of the students. Then, the students rotate among the various learning areas. One area is unstructured and provides games for developing concepts. This is followed by another which is slightly structured and is the manipulative area. Next, students proceed to the math lab section with projects, written activities, problems, and program guides. This is followed by small group instruction in another area. The last step is a final test to determine whether students have learned what was presented.

Officers for the 1972-74 biennium are: Dr. Warren Germain, Chairman; Dr. Mae Davidow, Co-Chairman; and Mrs. Suella McCrimmon, Recorder.

REPORT OF THE MUSIC WORKSHOP

Following a reading of the 1970 minutes by Jean Sell, Miss Hortense Forman and Mrs. Stella Jenkins gave Regional Workshop reports. The first, in Tennessee, attracted 25 participants including representatives from six other states; the theme was, "Where Are We Now, Where Are We Going?" The second, at Perkins, included representatives of five schools with the theme, "Changing Types of Students." Fewer students are now college-bound; we must adjust to meet the needs of the multihandicapped. Mrs. Jenkins read the results of a survey of music teachers and programs in residential schools which indicates most programs have been curtailed.

The afternoon program involved sharing materials and ideas developed in schools and special classrooms, beginning with a discussion about the "Recorded Aid to Braille Music" and similar "tapes-plus music" to aid the slow child or the child who cannot function independently with Braille or ink print. Mrs. Rae Ingley displayed a staircase to represent a scale with half-steps indicated by short steps, and showed several ways to use it. Resonator bells were suggested as a means of teaching pitch and, again, several ways to use these were described. Tom Ridgeway discussed a project to assist public school children and their sighted teachers to learn Braille music reading. Following the order of the "Braille Music Primer," he has composed 40 pieces to demonstrate each Braille music symbol; a cassette tape with explanations plus print copies for the teacher are planned.

At the third meeting, Miss Marjorie Hooper introduced Mr. William Watkins from the American Printing House for the Blind to speak on computer-assisted music notation. He explained the problems and some of the solutions, including the hardest problem, the fact that print music notation is two-dimensional in character. A single line of characters is more easily adapted so the first computer-assisted Braille music is monophonic, specifically two books of clarinet studies and one for flute. Within the next few years it is hoped that the difficulties in more complex notation will be overcome.

Miss Mary Mylecrane of the Library of Congress explained its services and demonstration was provided at their exhibit. Great interest was shown in the new "Recorded Aid to Braille Music and Music Notation" by Mr. Joe Levine of Michigan. We were informed of Mu Phi Epsilon's project of taping piano works at slow tempos to aid in learning, of James Ciccone, a blind pianist who is doing the same with short contemporary teaching pieces, of a book on Guitar Strums available with cassette tapes, Popular Organ instruction, and others. Sigma Alpha Iota, another music fraternity, has a project of hand copied large print music available on request. There is also a raised line guitar chord chart and Belwin Music Publishers have expressed interest in printing large type music. If Braille Music Transcribers' services are needed it is suggested that contact be made with the Library of Congress so they can distribute the requests evenly.

In the final meetings of the workshop, discussion and demonstration of two music teaching systems were presented.

A paper by Adele Trytko, of Perkins, told of the Manhattanville Music Curriculum Program. This is not so much a method as a philosophy that long before formal music training and notation a child should be totally and creatively involved in music. It is improvisation, using any kind of sound to create for a child's own expressive needs; the most basic characteristic of music is expressiveness and that is the aim of this system. The sequence involves free exploration, guided exploration, exploratory improvisation, planned improvisation and, last, reapplication. With workshop members participating, this was demonstrated and the two manuals on the system were described.

Mrs. Jenkins and Mrs. Ingley presented a demonstration based on Karl Orff's methods which depend upon use of special instruments now provided by Music Educator's Group. Orff believed that the child retraces music's primitive beginnings on his way to the more refined and complex; he begins with speech patterns, moves to rhythms and then melody. There is reliance on improvisation since in childhood dance, song, movement, and speech are all one.

The workshop participated in echo clapping which gave a brief demonstration of building from simple imitation of one measure, through such musical forms as the canon, to instrumental introduction, accompanied song, and instrumental ending. It is easy to see how a fine musical foundation is established by working with these elements. Publications based on Orff methods were described.

Officers for the 1972-74 biennium are: Jean Sell, Chairman, John diFrancesco, Co-Chairman, and Tom Ridgeway, Recorder.

PERSONNEL

Music Teacher: Bachelor of Music Education, Master of Music with specialization in organ. Experience in private instruction in organ, piano, and voice, classroom instruction in elementary music and junior-senior high choral work. Could teach music appreciation or theory. Has done original work in adaptation of teaching materials at elementary level. Contact Carol Sue Franklin, Naismith Hall, Room 923, Lawrence, Kansas 66044.

Again, Music: BA and MA in music (organ). Interested in teaching visually handicapped children; two years residential experience. Knows Grade II Braille, thorough knowledge of piano, organ; prefer choral music program. Contact Mr. N.C. Channon, P.O. Box 137, Mescalero, NM 88340. (505) 671-4655.

Recreation: Background of 13 years of successful, creative, adapted and developmental physical education programs for physically and socially disabled. Founder of nationally known wheelchair sports team, articles published in national periodicals. Interested in work with blind children in a therapeutic recreation program. Contact Louis I. Neishloss, 815 Swede Street, Norristown, Pa. 19401.

Administrator: Graduate of two universities in India, M.Ed. Boston. Has 28 years of teaching and administrative experience including principal of a school for the blind. Wide international experience. Contact Mary V. Rajaiah, P.O. Box 3556, Addis Ababa, Ethiopia.

THE WASHINGTON SCENE

Note: This is the first of what we hope will be a regular feature in FOUNTAINHEAD. For it, we express our gratitude to Mr. Irving Schloss and American Foundation for the Blind. Mr. Schloss is a national authority on legislation for the handicapped and especially for the blind and visually handicapped and we are greatly privileged by his willingness to prepare these regular reports for members of AEVH.

* * *

Extension of elementary and secondary education programs, whose legislative authority is due to expire June 30, is receiving priority consideration by the second session of the 93rd Congress.

S. 896, which extends and improves the Education of the Handicapped Act, was passed by the Senate on June 25 as separate legislation from S. 1539, a bill extending the Elementary and Secondary Education Act (ESEA), which is still pending before the full Senate Committee on Labor and Public Welfare after being favorably reported by its Subcommittee on Education. However, the House Committee on Education and Labor has included similar provisions to S. 896 in H.R. 69, its version of the legislation extending ESEA, which it has been working on in open executive session for several months. In addition to extending and improving the substantive programs of the Education of the Handicapped Act, both S. 896 and the appropriate provisions of H.R. 69 also strengthen the administrative structure of the Bureau for the Education of the Handicapped in the Office of Education, including statutory provision for additional supergrade personnel.

Of particular interest to readers is the variation in tentative action to date with regard to the allotment of funds to state-operated or state-supported schools for the handicapped under Title I of ESEA. As reported by the subcommittee to the full Senate Committee on Labor and Public Welfare, S. 1539 leaves the current allotment method unchanged and, therefore, financially advantageous to state schools for the handicapped. On the other hand, H.R. 69 removes existing language assuring better funding for state schools for the handicapped, with the result that they would receive substantiallly less each year than under the existing allotment method. For example, in the current fiscal year state schools for the handicapped are scheduled to receive $85.8 million. If the provisions currently in H.R. 69 would have applied, they would receive 42.5% less.

Members of the House Committee on Education and Labor are all aware of the potentially disastrous effect on these schools of reducing Federal financial assistance by so great an amount. However, the Committee has not taken action as of February 1 to change the provisions of H.R. 69 in order to prevent this from happening. An effort will be made before H.R. 69 is reported to the floor for approval by the House of Representatives around the middle of February. Before the final outcome is decided, there will be an opportunity to assure preservation of the more advantageous funding mechanism through an amendment on the floor of the House and the conference between House and Senate members to reconcile differences between H.R. 69 and S. 1539.

Both of these bills were initiated by the Congress in contrast to the Administration's effort to consolidate various Federal assistance programs through an education special revenue sharing bill called the Better Schools Act. Since the Administration's bill was financially disadvantageous to most states, it did not have the support of members of the Congress from both parties. This year, the President has again sent a special revenue sharing education message to the Congress, this time promising some $2 billion in additional Federal aid to various education programs. As the legislation implementing the message had not been introduced by presstime, specific details on programs for the education of handicapped children were not available. Considering that the consolidation of programs is substantially the same as proposed last year, it is likely that the Congress will complete its action on S. 1539 and H.R. 69 by the spring with only pro forma hearings, if any, on the Administration measure.

The Office of Education is in the process of initiating another reorganization, a chronic disease of bureaucracies which breaks out in acute form from time to time. After several proposals which gave the appearance of downgrading the Bureau for the Education of the Handicapped, it now appears that its status will be preserved and that the position of Associate Commissioner as its head will be upgraded to that of a Deputy Commissioner. However, it also appears that the position will be taken out of the classified civil service and converted to one subject to political appointment. Some concern has been expressed about this aspect as professional leadership of the Bureau since its inception could be prejudiced in the future. More details on the reorganization should be available for the next issue. It should be kept in mind that the Bureau was statutorily—not administratively—created and that the pending legislation strengthens the statutory base.

Irvin P. Schloss
Coordinator of
Governmental Relations
American Foundation
for the Blind, Inc.

FROM THE FIELD

Tactile Maps: Research is being planned to meet the great need to improve tactile maps. APH is eager to reach teachers with extensive experience with use of maps with blind children and interested in improving the state of the art. They will try to arrange an interview to discuss problems in constructing maps, kinds of information to place on them, and problems blind children have in using and interpreting them, and solutions to those problems. Please send your name and/or a brief statement of your ideas to: Dr. Edward P. Berla, American Printing House for the Blind, P.O. Box 6085, Louisville, KY 40206.

Head Start: The 1972 Economic Opportunity Act Amendments stipulated that at least 10% of the Head Start's national enrollment opportunities be available to handicapped children. A one-year Office of Child Development funded project has provided the Council for Exceptional Children's Information Center with a staff for developing and disseminating print and nonprint products related to the special needs of Head Start preschoolers.

Input from the handicapped services field is being solicited to help formulate plans for product development and Head Start distribution. Send your suggestions for information and training products related to visually handicapped children, and appropriate for CEC distribution to Head Start staff, to David Braddock, Director, CEC Head Start Information Project, 1920 Association Drive, Reston, Virginia 22091. (**Note**: This is CEC's new address.)

Retinitis Pigmentosa: This inherited disease is said to affect nearly 100,000 people in United States, usually appearing in adolescents and gradually decreasing their ability to see. As the result of the great effort of a new National Retinitis Pigmentosa Foundation, the Laboratory for the Study of Retinal Degenerations was scheduled to open at Massachusetts Eye and Ear Infirmary in January 1974. They are particularly anxious to establish a national registry of persons and families affected by this disease. If you can help with information, or if you have related questions, contact Dennis L. Hartenstine, Executive Director, National Retinitis Pigmentosa Foundation, 8331 Mindale Circle, Baltimore, Md. 21207.

PUBLICATIONS

Dancing Games for Children of All Ages: Under this title, a leading dance educator, Esther L. Nelson, has produced a new book which describes children's dancing games which stretch bodies and imaginations. The contents range from an easy jumping game for children as young as three to a gay version of the Virginia Reel. Complete with musical scores for piano, simple enough for children to play, and with lyrics, the book gives full instructions for movement in each game and shows how to adapt it to meet the needs of special groups. Included are suggestions on how to get reluctant joiners out on the floor, how to keep the games moving. Print is of good size but this is not a large type book. Contact Sterling Publishing Company, Inc., 419 Park Ave., South, New York, N.Y. 10016. Price $4.95.

International Catalogue – Aids and Appliances for Blind and Visually Impaired Persons: At last it is possible to find in a single directory descriptions, prices, and sources of aids from all over the world. The content is excellently organized into the following sections: Braille Duplication; Writing Aids; Paper, Notebooks, Binders, and Filing; Talking Books; Mobility; Optical Probes, etc.; Low Vision Aids; Educational Aids for Mathematics, Biology, Reading, Science and Geography, Music, Measurement, and Vocational Aids – and many more. Those listed seem most relevant for educators. This catalogue looks like a resource every school should make available for its teachers who always want to find the best possible materials for teaching. From American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011. Price $2.00.

How Does a Blind Person Get Around? This new booklet describes the typical travel aids but goes much farther in that it discusses the need to use all sensory channels and to organize and process the information they give. It describes appropriate use of the cane and techniques for finding one's way indoors and out. Of particular interest is a section on how parents can help the blind child to get about. From American Foundation for the Blind, address above. Free.

From the American Printing House: APH announces publication of a new Braille instruction program for blind children ages 9–12, *ABC's of Braille* ($4.70) and *Teacher's Guide to ABC's of Braille* ($.90), both by Bernard M. Krebs. The words, sentence structure, and specially developed stories have been programmed to conform to the vocabulary and interests of children. Contractions and rules of English Braille are introduced almost immediately and the books include a number of devices to assist both teacher and student, and tests of reading readiness.

Also just published are: *A Student's Notebook,* a cooking manual for teenagers with recipes and other essential information for beginning cooks. *Preprimer Cooking,* a familiar book revised in 1972; and *Sewing Techniques for the Blind Girl,* also revised. For prices of braille and large type editions contact American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Ky. 40206.

From Dr. Robert Bischoff: Now Principal of the Utah School for the Blind, Dr. Bischoff continues to add to resource literature in our field by writing the following: "Recreational Activities for the Visually Handicapped," published in the *Utah Eagle,* and "Mobility: An Important Need for the Visually Handicapped Child," published in *The West Virginia Tablet,* Vol. 97, No. 3, December 1973. If interested members cannot obtain copies of these articles from the original sources, contact the AEVH central office.

Methods and Materials: Two rather new publications related to instructional materials merit recognition although neither is specific to blindness and visual handicaps.

The National Center on Educational Media and Materials has produced guidelines for preparing educational materials for the handicapped pitched largely toward the potential commercial producer of such materials. A complimentary copy may be obtained by writing: *The Developer's Guide,* NCEMMH, 220 W. Twelfth Ave., Columbus, Ohio 43210.

In *Instructional Media and the Handicapped* Dr. Wayne D. Lance, director of the Northwest Regional Special Education Instructional Materials Center, Eugene, Oregon, discusses the need for personalization in the instruction of the handicapped and provides numerous adaptations and curricular applications and examples of media innovations. Available from: Box E, School of Education, Stanford University, Stanford, CA 94305. Price $3.25.

School days, Inc. has produced a series of cassettes in kits which include a teacher's Guide and 30 specially designed coloring books fitting the content of the cassette. This "I Have a Healthy Body Series" includes *Muscle and Bones, Nutrition, Digestion, Respiration,* and *The Senses.* This is not designed for visually handicapped children but the cassette material could be useful. From the short sample, our impression is that the content is for rather young children but that the cassette presentation is almost too sophisticated to hold their attention. However, we may have this impression because only a brief excerpt was available. Each kit costs $35 to $45. Contact School Days, Inc., 2455 East Sunrise Blvd., Ft. Lauderdale, Florida 33304.

A recent film, "What Color is the Wind?" tells the story of raising twins, one blind and one sighted, with optimal opportunities for the blind child. Said to have appeal at almost any age level and to be useful in teacher training and in working with parents. Contact Allan Grant Productions, 808 Lockearn Street, Los Angeles, CA 90049. Price $375.00.

Some 3000 Audio-Text Cassette Programs, evidently at the high school and college levels, are available from The Center for Cassette Studies, Inc., 8110 Webb Ave., N. Hollywood, CA 91605. Send for catalogues in the area of your interest.

Running Free: This title happens to have been used for two rather similar articles in recent publications. Both articles describe running and other track activities of blind (and in one case also mentally retarded) students. Although the method is scarcely new the articles may stimulate new applications and challenge us to make the most of familiar equipment. See:

Stephens, Roberts. Running Free: The Use of a "Running Cable" with Blind Adolescents Who Function on a Retarded Level. *New Outlook for the Blind.* Vol. 67, No. 10, Dec. 1973. pp. 454-456.

Running Free–Sightless Athletes Compete in Track Meet. In *Light,* Vol. 45, No. 2, Autum 1973.

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BLUE SHIELD
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Association for Education of the Visually Handicapped
1604 Spruce Street • Philadelphia, Pennsylvania 19103

FOUNTAINHEAD

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Our Cover: Another familiar sight in San Francisco—the famed cable car. Come to the Conference and see it first hand! (Pictured by Ted Needham of the San Francisco Convention and Visitors Bureau.)

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AEVH NEWS

CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS

ARIZONA STATE SCHOOL FOR THE BLIND
Faculty
Dr. E.W. Tillinghast, Supt.
Edward L. Anderson, Chairman

ARKANSAS SCHOOL FOR THE BLIND
Faculty and Houseparent
J.M. Woolly, Supt.
Bill L. Underwood, Chairman

FLORIDA SCHOOL FOR THE BLIND
Faculty
W.S. Davis, Principal
Wynema Gatewood, Chairman

OKLAHOMA SCHOOL FOR THE BLIND
Faculty
V.R. Carter, Supt.
Sue White, Chairman

Honorable Mention goes to the following schools:

Illinois Braille and Sight Saving School—98% *Faculty*

Kansas State School for the Visually Handicapped—92% *Faculty*

Nebraska School for the Visually Handicapped—95% *Faculty*

New York State School for the Blind—90% *Faculty*

Oregon School for the Blind 90% *Faculty*

Perkins School for the Blind 98% *Faculty*

South Carolina School for the Deaf and the Blind—97% *Faculty*

On to San Francisco! As of the mailing of this bulletin, plans for the 52nd Biennial Conference are complete. We regret that it was not possible to send out a final program with the Conference registration materials which were mailed to all members at the end of March; the information was simply not final at that time. However, this copy of *Fountainhead* brings details of the programs for General and Concurrent Sessions. We know you will not want to miss one meeting!

As you know, each day of the conference has its own special theme. In many cases workshops are organizing their activities to fit these themes. A number of special interest group meetings have also been scheduled. This is going to be a busy conference, full of professionally rewarding experiences, no matter what your special area of concern is.

But this conference will not be all work and no play! San Francisco is a fascinating city, a fun city, a city of great beauty and great variety. It is surrounded by some of the most beautiful and dramatic scenery, well worth spending several additional days in the area.

Among the assets of the city are many excellent and unusual restaurants. In the belief that all AEVH members would want free time to try a few of these famous eating places, no banquet has been scheduled. However, the conference is located in one of the city's old and beautiful hotels where every meal can be an adventure. This will be a memorable visit to one of the most popular and loved cities of the world.

Airways Rent-A-Car: For the convenience of AEVH members, Airways Rent-a-Car of San Francisco is offering a 10% discount to those who mention the AEVH conference when making their car rental reservations. With locations near the airport and in downtown San Francisco, Airways makes it still easier by providing free pickup and delivery. Daily rates vary from $5 to $11 for cars of various sizes; weekly rates are also available. We cannot provide all the details here but urge that you write for further information to: Airways Rent-A-Car of San Francisco, 160 Produce Avenue, South San Francisco, CA 94080.

AEVH Student Chapters: A constant source of pride and inspiration, the student chapters are led by wonderful young people whose leadership promises great things for the future of education of visually handicapped children. Having learned to work together, to make effective use of their professional knowledge and their personal concern, enriched in skills and knowledge, these young people have much to offer to our field. We salute them!

California State University, Los Angeles
  L. Gayle San Miguel, President

Florida State University Chapter
  Barbara Schreiber, President
  Scott Truax, Vice President
  Griselda B. Forbes, Secretary
  Ginny Cook, Treasurer

Northern Illinois University, Dekalb
  Sandi Kraft, President
  Judy Matsuoka, Vice President
  Gale Becker, Secretary-Treasurer

University of Texas, Austin
  Elaine Pozin, President
  Donna Elaine Wells, Vice President for Programs
  Lindyl Price, Vice President for Committees
  Patricia Rimar, Secretary

Irene Topor, Treasurer
Terry Abrams, Membership Chairman

Necrology Committee: One last reminder—please help to make the biennial Necrology Report complete by sending notice of the death of any of our members to Dr. Francis Andrews, 6130 Allwood Court, Apt. 322, Baltimore, Md. 21210

Where are our Life Members?: In 1970 your Board of Directors authorized the Central Office to print the names of paid in full Life Members in FOUNTAINHEAD if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If after being listed for two consecutive years in FOUNTAINHEAD, the Central Office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Meeting of the Board of Directors, October 24, 1970, Louisville, Ky.)

Second Listing

William F. Davis
105 Perryman Rd.
Louisville, Ky. 40207

Dorothy Konrad
279 St. George St.
St. Augustine, Fla. 32084

Dr. Arthur Lown
Institute of Linguistics
Box 2270
Manila, Philippines

First Listing

Lois Cox
Maryland School for the Blind
Baltimore, Md. 21236

Aurelia Davis
1276 N. Morningside Dr., N.E.
Atlanta, Ga. 30306

Ruth Flannigan
4946 Fuller Drive
Columbus, Ohio 43214

Maxine Hausenfluck
8002 Neuson Ct.
Richmond, Va. 23229

Thomas Lazruk
11315 – 113th Avenue
Edmonton, Alberta, CANADA

Jeanette Maris
628 Garrison Rd.
Battle Creek, Mich. 49017

Nellis Sue Marquith
24 E. Stewart Ave.
Columbus, Ohio 43206

Anthony J. Rakas, Coordinator
Program for the Visually Handicapped
Tacoma Public Schools
P.O. Box 1357
Tacoma, Wa. 98401

Virginia Robinette
Box 248
Pacolet, S.C. 29372

Hubert E. Smith
Ways & Means for the Blind, Inc.
969 Heard Ave.
Augusta, Ga. 30904

Mary Spivey
1521 Ezra Church Drive, N.W.
Atlanta, Ga. 30314

General and Concurrent Session Program and Special Interest Meetings
52nd Biennial Conference of AEVH

Sheraton-Palace Hotel, San Francisco

June 23 – 27, 1974

Sunday, June 23, 1974

8:00 P.M. General Session I

Chaired by: W. Lee Jones, AEVH President

Keynote Address: Equal Educational Opportunity for
All the Visually Handicapped
Dr. Berthold Lowenfeld

Monday, June 24, 1974

9:45 A.M. to 12:00 Concurrent Sessions I

A. Cognitive Development in Young Visually Handicapped Children

Chaired by: Rose-Marie Swallow, California State University at Los Angeles

Panel: "Cognitive Development – The Application of Spatial Conceptual Learning"
Rose-Marie Swallow

"Piagetian Concepts Applied to Mathematical Curriculum for Visually Impaired Children"
William Lamon, University of Oregon

B. Enhancing Communication Skills Through Improved Instruction and Technology

Chaired by: Joan Sweeney, California State Department of Education

Panel: "California's Compressed Speech-Aural Media Project"
Aikin Connor, Ed.D. Project Director
California State Department of Education, Sacramento

"New Methods and Materials for Young Optacon Readers Developed Cooperatively by Teachers of the Visually Handicapped in Southern California"
C. Robert Calhoun and Gale Lutz, Project Coordinators,
San Diego Unified School District

"Professional Preparation of Teachers of Reading with the Optacon"
Mary Moore, Ph.D. Special Education Department University of Pittsburgh

C. New Approaches to Increasing Reading Skills

Chaired by: George C. Whetstone

Panel: "Evaluation of Closed-Circuit T.V. as an Educational Aid" Ronald Schnur

7:00 P.M. Special Interest Meetings I

A. Services for Deaf-Blind Children

Chaired by: Robert Dantona, Coordinator
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
U.S. Office of Education

B. Speech and Hearing Therapists Who Work With Visually Handicapped Children

Chaired by: Mrs. Florine Harper

C. The National Federation of the Blind's Philosophy on the Education of Blind Children

Chaired by: Robert Acosta, National Federation for the Blind

D. Youth Services Committee

Chaired by: Ross Huckins, Northern California Chapter AEVH

E. Media Theater

Coordinator: Fred Sinclair, California State Department of Education

Tuesday, June 25, 1974

9:00 A.M. General Sessions II

Chaired by: W. Lee Jones, AEVH President

Conference Presentation: "A Crack in the Windows to the World"
Dr. Jeanne McCarthy, Director, Leadership Training Institute in Learning Disabilities, University of Arizona, Tucson.

10:00 A.M. to 12:00 Concurrent Sessions II

A. Behavioral Analysis—A Way to Organize Services for Multiply Handicapped Children

Chaired by: Gary Yarnall, Louisiana Department of Education

B. Broadening the Span of Orientation and Mobility Services

Chaired by: Philip Hatlen, San Francisco State University

Panel: "Concept Development"
Everett W. Hill, Jr., Florida State University

"Orientation and Mobility Starts with Preschoolers"
Andy Papineau, Wisconsin State Education Department

"The O & M Instructor Works With Parents, Teachers and Houseparents"
D. Gary Coker, Tennessee School for the Blind

"A Psychological Approach to an Understanding O & M"
Emerson Foulke, University of Louisville

"New Approaches to the Preparation of O & M Instructors"
Berdell Wurzburger, San Francisco State University

C. Precision Teaching, Behavior Modification and Learning Disabilities

Chaired by: Sally Mangold, Castro Valley Unified School District

Panel: Dr. Robert Bradfield, Director of the Learning Disabilities Clinic, California State University, San Francisco

Steven Johnson, Coordinator, Team Learning Center,
Castro Valley Unified School District

D. Today's Visually Handicapped Children

Panel: "What are the Visual Characteristics of Today's Visually Handicapped Children?"
Dr. Tole Greenstein, Oregon City, Oregon

"New Directions in Services for Young Visually Handicapped Children"
Mrs. Janet Brown, California State Department of Education

Wednesday, June 26, 1974

10:00 A.M. to 12:00 Concurrent Sessions III

A. Daily Living Skills—Passport to Independence

Chaired by: D. Gary Coker, Tennessee School for the Blind

Panel: "Overview of Status of Education for Daily Living Skills"
Mary Moody, Baton Rouge, Louisiana

"The Role of the Houseparent and/or Parent During Early Childhood Years"
Dr. Rebecca DuBose, George Peabody College

"Activities of Daily Living Related to the Adolescent"
Mike Cole, Blind Adolescent Life Skills Center,
San Pablo, California

B. Helping Visually Handicapped Children Manage Emotions

Chaired by: York Hudgins, Georgia Center for the Multi-Handicapped, Atlanta

Panel: "What do Blind Children Know About Anatomy and Function of Sex?"
Emerson Foulke, University of Louisville

"Helping Visually Handicapped Adolescents Understand Anger, Fear and Hate"
Dennis Duda, Maryland School for the Blind

"Making Decision—Living with Success and Failure"
Harold Hodges, Kansas School for the Blind

D. Social and Recreation Skills for Visually Handicapped Children

Chaired by: James E. Haralson, Indiana School for the Blind

7:00 P.M. Special Interest Meetings II

A. Karate Demonstration

Chaired by: Robert Dodge, San Mateo County Public Schools

B. The Electronics Calculating Machine in High School Mathematics

Chaired by: David T. Smith, Clarendon Laboratory, University of Oxford, Oxford, England

C. BEH Task Force on Severely Handicapped Children

Chaired by: Paul Thompson, Chairman of the Task Force.

Thursday, June 27, 1974

9:00 A.M. General Session III

Chaired by: W. Lee Jones, AEVH President

Conference Presentation: "Innovation in Career Education"
Dr. William Pierce, Deputy Commissioner for Occupational and Adult Education, Office of Education, Washington, D.C.

10:00 A.M. to 12:00 Concurrent Sessions IV

A. From School to Work: Career Education for the Multiple Handicapped

Chaired by: Ross L. Huckins, California School for the Blind

Panel: "Interrelationships: Cooperation between School, Rehabilitation and Work"
Dr. A. Robert McMullen, Gil L. Johnson, California State Department of Rehabilitation, and Jerry S. Fields, Sonoma State Hospital, Eldridge, California

"Education and Experiences that Helped"
A panel of successfully employed visually handicapped individuals with additional disabilities:
William Keeley, X-Ray film developer
Carol Jean Fulke, Seamstress
Sharon Irvine, Teacher Aid
Richard D. Joy, Jr., Electronic assembler

B. **Career Education for Visually Handicapped Youth**

Chaired by: John P. Best, Region XIX Education Service Center, El Paso, Texas

Panel: "A Career Education Model"
John P. Best

"Career Education as an Integral Part of the School Curriculum"
Richard Umsted, Ohio State University

"The Interface of Orientation and Mobility and the Self Concept with Career Education"
Robert O. LaDuke, Stephen Austin College, Texas

"Career Education Materials for the Visually Handicapped"
Carl Lappin, American Printing House for the Blind

"Opinions of Ex-Students and R & D Materials Prototype Project"
John P. Best

C. **Team-Work: Services for the Visually Handicapped**

Chaired by: Robert Hansen, Texas School for the Blind

Panel: Fred Crawford, Social Security Administration

Charles W. Hoehne, Counsel to the National Council of State Agencies for the Blind

D. **Papers by AEVH Members**

Chaired by: Dr. Don Walker, University of Virginia

Papers: "Development of Reasoning, Moral Judgment and Moral Conduct in the Congenitally Blind"
Dr. Katherine Simpkins, Temple University

"Visual Training in Orientation and Mobility"
Diane Jackson, New York Institute for the Education of the Blind

"Integration of Academic and Recreational Interests"
Dr. Richard M. DeMott

"Visual Impairment/Learning Disability, Interrelated"
Dr. Don Walker, University of Virginia
Dr. Eleanore Westhead, University of Virginia

THE W. ROSS MACDONALD SCHOOL

On Friday, February 8, 1974, the Honourable William Davis, Premier of the Province of Ontario, announced that the Ontario School for the Blind would henceforth be known as The W. Ross Macdonald School, Brantford, a Provincial Centre for the Visually Handicapped.

The school is so named after the retiring Lieutenant Governor of the Province of Ontario, The Honourable W. Ross Macdonald, a soldier, statesman, and the Queen's representative in the Province of Ontario.

COLLEGE CREDIT FOR AEVH CONFERENCE

Your central office is in communication with Unipac, Inc. which believes that the content of our AEVH San Francisco conference is probably of high enough calibre to merit college credit.

It works this way: Unipac presents our conference program to Cal State University, Pomona, California, for evaluation. If Cal State is willing to offer credit, a desk is established, near our registration area, where those in attendance may register for credit, paying some tuition fee but less than the normal tuition of $25 per unit of credit. It is impossible for us to tell you at this time just what the tuition fee will be.

Those who wish to do so register, attend conference presentations, and at the end present a written report which will be graded as any college paper is. Those who present acceptable papers will receive credit.

So, if you are interested, look for the Cal State University–Unipac desk at the registration area and win college credit for meetings of the AEVH Conference.

AUDITOR'S REPORT
Balance Sheets – December 31, 1973

Assets		
General Fund		
Cash		
Checking account	$22,116	
Savings account	15,627	
		$37,743
Furn. and Eq. – Net of deprec.		3,678
Total Assets – General Fund		41,421
Life Membership Fund		
Savings accounts	16,340	
Investments – Debenture	13,615	
Total Assets – Life Fund		29,955
Publication Fund		
Checking account		9,418
Total Assets – All Funds		$80,794
Liabilities and Funds		
Unearned dues	$32,000	
Conference Fund	–	
General Fund	9,421	
		$41,421
Life Membership Fund		29,955
Publication Fund		9,418
		$80,794

Statement of Income and Expenses – Operating Fund

INCOME		
Dues	$35,779	
Investment Income	2,976	
Certification, etc.	533	
Contributions	–	
Total Income		$39,288
EXPENSES		
Publications	$ 7,494	
Professional admin.	22,700	
Occupancy exp.	1,000	
Travel exp.	1,423	
Postage	1,527	
Other prof. exp.	1,010	
Office exp., staty., ptg.	1,856	
Telephone	654	
Miscellaneous	204	
Total Expenses		37,868
Excess of Income over Expenses		1,420
General fund balance, 1-1		8,001
General Fund – December 31		$ 9,421

PUBLICATION FUND

INCOME		
From memberships	$ 7,494	
Subs., etc.	5,868	
Total Income		$13,362
EXPENSES – Production costs		10,326
Excess of Income over Expenses		3,036
Public. fund balance, 1-1		6,382
Balance, December 31		$ 9,418

MEETING ON DEAF-BLIND

A meeting of the North American Committee on Services for Deaf-Blind Children and Youth is planned for Sunday afternoon, June 23, 1974. The place of the meeting is the Sheraton-Palace Hotel, San Francisco. See the program for the 52nd Biennial Conference of AEVH for room assignment. The time of the meeting is 1:00 – 4:30 P.M. and a goodly attendance is anticipated.

In charge of this meeting is Dr. Armin G. Turechek, Superintendent of the Colorado School for the Deaf and the Blind, Colorado Springs. Any member who desires further details may get in touch directly with Dr. Turechek. All interested persons are welcome.

REPORT OF THE PHYSICAL EDUCATION WORKSHOP

The initial meeting, on What's New in Physical Education for the Blind, was led by Dr. Charles Buell. *Teen Time* and the *Physical Education News Letter* were discussed and Dr. Buell asked for information pertaining to achievements by our blind students. He also showed his latest book, *Physical Education for Blind Children,* published by Charles C Thomas. Those in attendance were provided with copies of: (1) National Track and Field Records for Visually Impaired Boys; (2) National Track and Field Records for Visually Impaired Girls; and (3) Bibliography on Physical Education for 1972. The agenda for the 1974 meeting was discussed.

A second meeting on Integrating Blind Children into Regular Physical Education Classes provided a demonstration of a number of games and activities with thirteen children participating. Dr. Buell also introduced the Audi-Ball. More than 50 members and guests attended the session.

On June 28th, separate clinics were held. Up-dating the Wrestling Coach of the Blind, a clinic for men, was conducted by Leonard Ogburn, while Up-dating the Track Coach for Blind Girls, a clinic for women, was conducted by Judith M. Whyte. Dr. Buell discussed the Achievement Scales and how they relate to the motivation and enrichment of physical education of the blind child. Adaptations of the AAU and AAHPER tests were also reviewed. Judith Whyte showed a film of a girls track meet, with discussion of various techniques of teaching girls' track. It was suggested that more schools film athletic events in order to share ideas with others.

Officers for the 1972-74 biennium are: Chairman – Judith Whyte, Indiana School for the Blind; Co-Chairman – Jack Pitzer, Wisconsin; and Recorder – Dr. Charles E. Buell, California.

REPORT OF THE SCIENCE AND SOCIAL STUDIES WORKSHOP

During the first session the APH Primary Science Laboratory was presented. The purpose of the educational aids in the Laboratory is the introduction of basic science concepts earlier and more effectively than is now possible. Prototypes presented as part of the Laboratory were: Insect Identification Kit, Basic Cell, Pull-apart Cell, and Simple Machine prototypes (lever, inclined plane, and wheel and axle).

The pull-apart cell, the insect identification kit, and the dial thermometer familiarization unit were reviewed and subsequently endorsed in the Institute Report on Introducing Basic Science Concepts to Primary Grade Visually Handicapped Students held at APH on October 7-9, 1971.

A preference for the pull-apart cell was expressed and the development of additional pull-apart models was recommended. Other laboratory components suggested were the light probe, plant models, and a rain gauge. The light probe was designated as the single highest priority item to be included in the primary science project.

High priority items suggested for development by the Institute included an ecology unit, educational materials relating to family life and human development (sex education), models depicting the stages of metamorphosis, and an improved braille compass.

The workshop participants agreed in principle with the Institute panel and emphasized that models should be used in conjunction with the actual object.

In the second session, the APH geographical Landform models (cat. no. 1-0332) were presented. Prototypes from the two APH social studies projects following, also were displayed: (1) Simplified Continental Relief Maps – for introducing continents to young visually handicapped students; and (2) Introductory Map Reading Material – to expose students to geographical features, to provide general map orientation, and to introduce tactile symbols.

The Institute Report on Map Reading for Primary Grade Visually Handicapped Students reviewed the introductory map reading project and supported it in content and approach. They emphasized that there is an immediate need for these aids. The Institute recommended improvement of APH braille atlases, that individual desk-size outline maps be developed, and that the utilization of cassettes for appropriate instructional materials be considered.

Workshop participants agreed with the Institute panel with the following recommendations: The Landform model should be introduced prior to other introductory map reading materials; they offer transfer to continental maps. The Landform models, where applicable, could be used in any subject area. They have potential in low vision training. The Landforms and maps and models could and should be used in mobility training.

In a third session, participants inspected the geographical Landform models, the introductory map reading materials, and the continental relief map of North America. Teacher and student-made physical and biological science drawings and braille diagrams were exhibited and demonstrated. In summarizing, participants emphasized that models are indispensible aids to education of blind students. Models provide a "Gestalt" – the image of the whole – which blind students often cannot gain either visually or tactually from reality. Models should, however, be used in conjunction with real features and items in the environment when possible.

Recommendations of the Science-Social Studies Workshop: (1) That the Science-Social Studies Workshop be divided into two separate interest groups. (2) That each group plan a minimum of three separate workshops and one combined session. (3) That sessions in both subjects focus on teaching materials and methods, particularly the scientific method. (4) That members of the workshop be introduced to educational aids (packaged programs) that are commercially available. (5) That authorities from the field be polled on appropriate themes and topics for workshop sessions.

Officers for the 1972-74 biennium are: Coordinator – Frank Franks; Science Chairman – Don Wilson and Science Recorder – Mariam Lewis; Social Studies Chairman – John Bennett and Social Studies Recorder – Mary Council. The Chairmen will select Co-Chairmen.

Note: Individuals interested in either Institute report should contact Frank Franks at American Printing House for the Blind.

REPORT OF THE SIGHT UTILIZATION WORKSHOP

Much of the first session was spent in discussion of concerns common to all and in consideration of plans for the remaining sessions.

Mr. Richard Dimmers talked of the possibility of IBM producing a large print typewriter; needs and problems were discussed. Anyone with suggestions about the kind of typewriter they need may write to Mr. Richard Dimmers, IBM, 4301 Connecticut Avenue, N.W , Washington, D. C.

Mr. C. Kent Jensen briefly discussed use of optical aids with several for demonstration. Questions were raised as to when to begin with optical aids and whether there is a readiness period. Dr. Dennis Kelleher from the Low Vision Clinic in California stated that they were beginning to give magnifiers to five and six-year-olds but the child needs motivation. For the young, a fixed magnifier is easier to manipulate.

Mrs. Amie Dennison of APH told of the availability of a kit of magnifiers which may be borrowed for the asking; briefly describe your program and the kinds of children to be evaluated so that the most appropriate aids may be sent.

Mr. Jensen discussed the use of photography to stimulate visually. Slides can remain on the screen at the same level of illumination, distance optical aids can be used experimentally, and language and thinking skills can be developed.

The public school members of the Workshop were asked to write a letter requesting that AEVH give more emphasis to the needs of the public school teacher in the 1974 conference.

Dr. Paul Thompson suggested that projects be submitted under Title VI-B and P.L. 89-313, to include the AEVH Conference in the project as part of in-service training so that Federal monies could be used to get public school teachers to the conference. For further information or help contact Dr. Paul Thompson, U. S. Office of Education, Washington, D. C.

The Workshop would like to suggest that the next AEVH conference include a general or concurrent session of a panel of Dr. Getman (or someone else in his field), a pediatric neurologist, and an ophthalmologist, discussing visually handicapped children as they see them.

Considerable time was spent considering the direction of the Sight Utilization Workshop in the 1974 convention. It was decided that a more structured and planned program was desired, with the following suggestions: (1) Experiences with new systems in clinical and applied situations. (2) Assessment of vision to begin visual training, visual stimulation and visual development. Video tapes of assessment and prescription could be used. (3) A new definition of the low vision child should be presented for discussion. The definition should be broad enough to include the child who may need some educational help yet is better than 20/70 with best correction. Elinor Long and Mary Keefe are willing to pursue this matter. (4) Learning disabilities and the visually handicapped child. Dr. Don Walker was suggested as a speaker. (5) A field trip to the Low Vision Clinic in California. Dr. Dennis Kelleher offered to make the necessary arrangements. (6) A skills workshop with definite teaching suggestions on how to develop eye-hand coordination. Kay Groover's name was suggested.

Officers for the 1972-74 biennium are: Chairman – Dr. Dennis Kelleher of California; Co-Chairman – Mrs. Amie Dennison, of APH, Kentucky; and Recorder – Don Pickering of Nebraska.

THE WASHINGTON SCENE

Two bills of significance for the education of handicapped children received active consideration by the House of Representatives in March. One, H.R.69, the Elementary and Secondary Education Act Amendments of 1974, was passed by the House on March 27 with provisions extending and improving the Education of the Handicapped Act as well as extending the program of grants for state-supported schools for handicapped children. The other, H.R.70, which would establish a new program of grants to the states to assist in financing the excess cost of educating handicapped children, was the subject of extensive hearings by the Select Subcommittee on Education of the House Committee on Education and Labor.

As passed by the House of Representatives, H.R.69 extends Title I of ESEA (grants to local educational agencies and grants for state-supported schools for the handicapped) for three years through June 30, 1977. However, the bill alters the formula for allocating funds both to local educational agencies and state educational agencies. As a result, although funding of state-supported schools for the handicapped continues to have a priority, it is estimated that the formula change will result in allocations of $61.7 million in fiscal 1975 in contrast to $85.8 million for the current fiscal year for these schools. Handicapped children transferred from state-supported schools to local schools may continue to be counted for allocation purposes, with funds transferred to the local educational agency by the state agency.

The bill conditionally consolidates seven categorical programs into two broad purpose bloc grant programs – library and instructional resources and innovation and support services. The 15% earmark of appropriations for handicapped children is retained under innovation and support services.

H.R.69 also extends the Adult Education Act of 1966, under which adults are assisted to complete their secondary school education. It provides for a 5% earmark of funds for educational services to institutionalized adults, including individuals in Federal, state, and local penal institutions and Federal, state, and local institutions for the physically and mentally handicapped.

In contrast to the Senate, which passed a separate bill, S.896, in June 1973 to extend and improve the Education of the Handicapped Act, the House incorporated its extension of this Act in H.R.69. The bill amends the Education of the Handicapped Act as follows:

1. Extends the authorization for the National Advisory Committee on

Handicapped Children through June 30, 1976.

2. Specifies that the Bureau for the Education and Training of the Handicapped shall be headed by a Deputy Commissioner reporting directly to the Commissioner of Education, and establishes five additional supergrade positions for the top staff of the Bureau.

3. Authorizes appropriations of $50 million for fiscal 1974, $65 million for fiscal 1975, and $80 million for fiscal 1976 for grants to the states for the education of handicapped children.

4. Requires states to develop policies and procedures designed to assure the education of all handicapped children and to assure that all handicapped children in the state in need of special education are identified and evaluated. In addition, it requires establishment of a detailed timetable for providing educational opportunities for all handicapped children in a state.

5. Authorizes the Commissioner of Education to make grants to and contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for vocational, technical, postsecondary, or adult education programs for deaf and other handicapped persons.

6. Authorizes appropriations of $7.25 million, $12 million, and $18 million, respectively, for fiscal years 1974, 1975, and 1976 for regional resource centers.

7. Authorizes appropriations of $10 million, $15 million, and $20 million, respectively, for the fiscal years 1974, 1975, and 1976 for centers and services for deaf-blind children.

8. Authorizes appropriations of $12 million, $24 million, and $36 million, respectively, for the fiscal years 1974, 1975, and 1976 for experimental preschool and early education programs.

9. Authorizes appropriations of $37 million, $45 million, and $52 million, respectively, for the fiscal years 1974, 1975, and 1976 for training special education personnel except for physical education and recreation personnel, for whom $500,000 are authorized for each of these three fiscal years.

10. Authorizes appropriations of $9.9 million, $15 million, and $20 million, respectively, for fiscal years 1974, 1975, and 1976 for research and demonstration projects in the education of handicapped children.

11. Authorizes appropriations of $13 million, $18 million, and $22 million, respectively, for fiscal years 1974, 1975, and 1976 for educational media services.

12. Authorizes appropriations of $3.2 million, $10 million, and $20 million, respectively, for fiscal years 1974, 1975, and 1976 for research, training and model centers for children with specific learning disabilities.

H.R.69 adds a new Section 438 to the General Education Provisions Act prohibiting discrimination in the employment of teachers who are physically handicapped. The new section reads as follows: "No person in the United States shall, on the ground of a physical handicap, including blindness or severely impaired vision, be denied employment as a teacher in any applicable program."

The Senate bill extending and improving the Elementary and Secondary Education Act. S.1539, is different in many important ways from

H.R.69. Among the major differences is treatment of the allocation formula for financing Title I programs, including state-supported schools for the handicapped. After the Senate passes S.1539 sometime in April, a protracted conference to reconcile differences between the two bills is expected.

During the hearings by the Select Subcommittee on Education on H.R.70, a bill, "To provide financial assistance to the States for improved educational services for handicapped children," most of the witnesses were state educational agency officials and school finance experts. The impetus behind this legislation is the increasing number of court decisions requiring states to provide a free, appropriate public education for all handicapped children and the need for additional Federal financial assistance to states to make compliance possible. Future action on H.R.70 and a similar Senate bill, S.6, will be covered in another issue.

Irvin P. Schloss
Coordinator of
Governmental Relations
American Foundation
for the Blind

CONGRATULATIONS TO DR. BUELL

Dr. Charles E. Buell, a leader in the physical education of visually handicapped children, long the Chairman of the Physical Education Workshop of AEVH and Editor of the Physical Education News Letter, was honored at the 89th national convention of the American Association of Health, Physical Education and Recreation. Dr. Buell received one of the highest awards bestowed by AAHPER, the William G. Anderson Award. This is given as recognition to persons who have contributed significantly to health education, physical education or recreation through their contributions from allied or auxiliary fields. We quote from the program:

"Perhaps no man concerned with the physical and recreational activities of handicapped children and youth has done as much as Dr. Buell in paving the way for these children to become active participants in the world of games and sports. His ideas have been incorporated in curriculums in physical education for the blind in schools across the country. He has contributed heavily to the literature . . . Over the years, his contagious enthusiasms, coupled with his high confidence in the potential of visually impaired children to excel in physical activities, has had a catalytic effect upon both professional personnel and students . . . The imaginative and practical ideas of Charles Buell have been a rich source of information and inspiration for more than a quarter of a century to all who have been interested in providing the best possible physical education and recreation programs for blind children. Through his energy and foresight he has contributed immeasurably to the quality of life of those who have touched him directly and the many more who have been reached by his influence."

Dr. and Mrs. Buell, also a teacher, are retiring in June. Between them, they have taught blind children for over seventy years. May they find happiness and satisfaction in the retirement years as we go on with the work they have so ably started.

TASK FORCE ON CAREER EDUCATION

Your Executive Secretary is proud to have represented AEVH at the second meeting of a National Task Force on Career Education sponsored by the American Foundation for the Blind. The meeting opened January 28, 1974 with background information given by Harvey E. Wolfe, AFB Specialist in Career Education and was keynoted by Harold G. Roberts, AFB Associate Director. Subsequent meetings on January 29th and 30th were led by Lawrence F. Davenport, Vice President of Tuskegee Institute and Robert Worthington, Graduate School of Education of Rutgers University, New Jersey.

After much discussion of problems and goals related to career education for visually handicapped youth and of how those goals might be achieved the Task Force made the following recommendations which will be stated here only in brief form. Those who wish a complete report of the meeting should request it from Harvey E. Wolfe, American Foundation for the Blind, 15 West 16th Street, New York, N. Y. 10011.

1. AFB should continue to seek out relevant projects and curriculum materials which can be screened for their possible adaptation for use with blind and visually impaired persons. Any materials selected and adapted must be adequately tested in both community and residential school settings.

2. AFB should seek from governmental sources and private foundations appropriate funding to assist in the development, field testing, dissemination and diffusion of curriculum materials.

3. AFB should seek increasing visibility for career education for the visually impaired with appropriate professional groups such as American Vocational Association, Council for Exceptional Children, National Rehabilitation Association, and of course AEVH.

4. AFB should try to have a career education component in the training of professional and paraprofessional staff, undergraduate and graduate, pre service and in-service.

5. AFB should continue to work at the highest policy levels, national and state, to assure the inclusion of blind and visually impaired persons in on-going career education programs and in career education planning.

6. AFB should work through appropriate channels to convene a meeting of State Directors of Vocational Education to acquaint them with the career education needs of blind and visually impaired children.

7. To inform possible employers and to assure maximum relevance of Career Education to actual employer needs, employers should be involved in providing input during the development of Career Education programs. Advisory committees at the local, state and national levels were recommended.

8. AFB must seek innovative ways of providing necessary basic information on career education to parents of visually impaired children.

9. AFB must be sensitive to research and demonstration opportunities such as models in residential and community schools.

10. AFB must explore top level publisher support for the publication of special textbooks and other relevant materials.

11. AFB should encourage the President's Committee and Governors' Committees on Employment of the Handicapped to encourage the development of career education nationally for all handicapped persons.

PERSONNEL

In Gary, Indiana: Opening for resource-circuit teacher of blind and partially sighted on the Middle and High School level. One of the most progressive programs of its nature in the Midwest. Well equipped centers with latest materials, materials specialists, teacher aides and volunteer groups for production of materials are available to assist teachers. Background in mobility and travel training and teaching multiply handicapped is highly desirable but not essential. Salary ranges: from $8,790 with Bachelor's degree, $9,171–$14,000 with Master's Degree. 9-1/2 month year.

For details contact B. A. Masoodi, Consultant for Blind and Partially Sighted, School City of Gary, 415 W. 45th Ave., Gary, Indiana 46408.

In North Dakota: Two positions open: (1) Teacher of Home Economics and Techniques of Daily Living, and (2) Math-Science teacher. Certification to teach visually handicapped required. Starting salary for first year teachers approximately $7,200. "Our school has recently changed administration, and exciting things are happening in the area of independent study programs, instructional media centers, individualized programs of instruction, learning centers, and working with multiple handicapped, blind child."

Contact Charles R. Borchert, Superintendent, 500 Stanford Road, Grand Forks, N.D. 58201

Teacher of Music: Graduate of Williams College, major instrument piano. Graduate work at Indiana University and Eastman School of Music, M.A. in Music theory 1974. Tutoring and private teaching experience. For details contact William T. Wesloski, Eastman School of Music, 424 University Ave., Rochester, N. Y. 14607.

Science Teacher: M.A. in Natural History, Oxford University and Diploma Education and Certificate of the College of Teachers of the Blind. Six years teaching experience, elementary level, two with visually handicapped. Particular interest in preparation of tactile science teaching material and in gaining experience of the American blind. Contact Christine Hopkins, Chorleywood College, Chorleywood, Herts. England.

DEAF-BLIND

Employment: The combination of blindness and deafness is regarded by many as an insurmountable handicap. Many feel that while a certain amount of education may be possible for deaf-blind children their future will still be an empty one, with no real hope of employment.

Nat-Cent News has been contributing, in recent issues, to a far more promising concept. The October 1973 issue presents an especially interesting account of a deaf-blind man at work since the account is written by the man's supervisor. David Saragossi describes his own feelings and attitudes as the general supervisor of Sigmund Weiss who, for seven years, has been successfully employed at the Computer Instruments Corporation in Hempstead, New York. The task which makes up most of the job is a very demanding one because utmost accuracy is required; however, it is a tedious and repetitious job and the worker needs patience and a willingness to meet consistently high standards. The supervisor is proud to say that his deaf-blind employee not only meets these standards but produces a far higher quantity than had been produced by his predecessor—and in addition is a cheerful and delightful person!

The April 1974 issue of *Nat-Cent News* tells of the counselor's search for a job for a deaf-blind woman and the actual placement upon a task involving the small parts that go into telephones. "The work is fairly easy, but some of it is quite delicate, requiring a sensitive touch if you cannot see. For example, there are some jobs of wiring where the wires are so fine that it is like separating the finest of threads." Again the placement seems to be one in which both employer and worker are happy. Lynch Communications, in Reno, Nevada, is the employer.

Let us not be discouraged about the future of our deaf-blind students!

International Deaf-Blind Seminar: The fifth International Deaf-Blind Seminar will be held in late July at Condover Hall School, Shrewsbury, England. New diagnostic and educational techniques will be discussed in a series of excellent programs which reflect the growth of this highly specialized field from its first anguished self-discovery to its present vastly enriched maturity. For further information about the seminar contact Michael Colborne Brown, Education Officer, The Royal National Institute for the Blind, 224 Great Portland Street, London WIN 6AA.

Suggestions from Australia: The June, 1973, issue of the news letter of the Australian and New Zealand Association of Teachers of the Visually Handicapped printed several parts of a very helpful article entitled, "The Meaning of Creative Education in Relation to the Deaf/Blind Child." Statements of principles are combined with actual lists of materials in a very practical way. Repeated emphasis is given to letting the child discover that he can do things with the different materials, not imposing adult method or standards ("It is the process not the end result that counts."), be ready to accomplish only a very little at a time, and, especially, do not confuse by offering too many choices at any one time. "Just one thing at a time until they are conversant with the activity. Then give a choice and let *him* make the decision."

Subscription to the *A.N.Z.A.T.V.H. Newsletter* (too little known in United States!) costs $1.00 and may be ordered by sending Overseas Money Order to Mr. T. Mulroney, Narbethong School for Visually Handicapped Children, Salisbury Street, Buranda Q4102, Australia.

From AFB: "What to Do When You Meet a Deaf-Blind Person" is a little folder of simple rules of conduct plus pictures of Helen Keller's hand forming the manual alphabet. Very nicely done—a good handout for a lay group. It may be obtained from American Foundation for the Blind, 15 West 16th Street, New York, N.Y. 10011.

PUBLICATIONS

Report on Mental Retardate: In September of 1972 there was a conference on the visually impaired mental retardate in Oklahoma and, more broadly, in HEW Region VI. Selected papers from that conference have now been published under the title, *Services to the Visually Impaired Mental Retardate.* Much of the conference consisted in visits to facilities and in workshops, neither of which can be reproduced in this publication but which, on guesses, may have been the most rewarding part of the conference. From the national point of view, the publication also suffers slightly from the fact that it was originally directed toward a specific geographical area. However, there is still much worth while material here.

The five printed papers include one on problems of assessment, historical-academic rather than practical in its content; a discussion of preschool preparation of the visually impaired mentally retarded which comes from a child study center setting but includes some good questions on observations that could be made anywhere; a discussion of goals in the education of these doubly special children which includes a very useful section on specific activities with teaching value; and discussions of a private school program and of the role of rehabilitation.

For copies, write to The Clearing House, Rehabilitation Counselor Training Program, Oklahoma State University, Stillwater, Oklahoma.

Limited Vision: A new pamphlet by Irving R. Dickman, "What Can We Do About Limited Vision?" merits wide recognition. Well researched, interestingly and effectively written, it is 28 pages of very useful information and counseling which explores how persons with severely limited vision can be helped to use the vision they do have. Dickman discusses some of the causes of visual impairment, the importance of early testing, especially for preschoolers, and the multiplicity of aids and resources now available. Especially interesting is his discussion of the need to motivate people of all ages (we know how true it is with children!) to use their vision as a tool, not an excuse.

This is Public Affairs Pamphlet No. 491, available by writing to Public Affairs Pamphlets, 381 Park Ave., South, New York, N.Y. 10016. Single copies, 35¢, greatly reduced prices for quantities.

Legislative Progress Report: Under the title, "Special Education in the States: Legislative Progress Report," HACHE summarizes bills relating to the education of exceptional children that have been introduced into state legislatures in 1974. Very new, very up-to-date.

For this publication or for more detailed information relating to state legislation, write to C.D. Jones, Research Associate, HACHE, Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80203.

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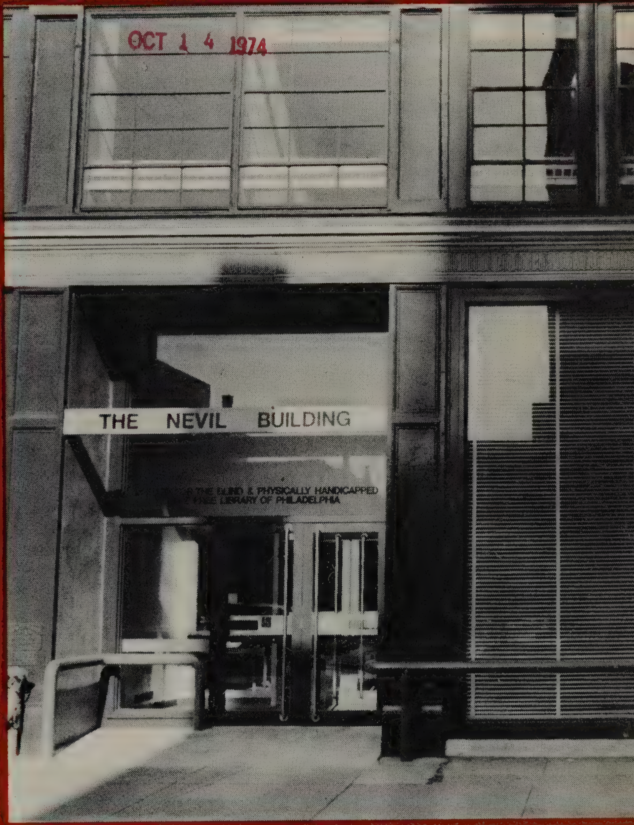
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FOUNTAINHEAD

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Second class postage paid at Fort Washington, Pennsylvania.

Our Cover: The new home of AEVH is on the fourth floor of this building which also houses the Library for the Blind and Physically Handicapped, Volunteer Services for the Blind, and other service organizations. Do visit us!

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AEVH HAS MOVED!

In mid-August your Central Office moved to 919 Walnut Street, 4th Floor, Philadelphia, Pa. 19107. If you have had us on an address list, please change that record so that there will be no error or delay in our receiving mail you send to us.

The move has given us far more spacious and comfortable quarters, so arranged that we think we can be more efficient and therefore serve all of you better. This is still far from a glamour office; it is simply a very large room which divides easily into sections devoted to basic records, addressograph activities, mailing area, and many shelves and files required to house back issues of your journals, membership materials, etc. You might be amazed at how many kinds of information and material are required to keep AEVH running smoothly. With the division into regions, and the development of some chapters, the record-keeping becomes even more complex and requires more space.

Do come to visit us if you are in Philadelphia. We would be delighted to show you the home of AEVH.

1974-76 OFFICERS

For those members who did not get to the Conference in San Francisco, this is our first opportunity to report to you the officers you elected for this biennium.

As you so well know, this was the first time AEVH elections were by mail ballot and we are very happy to report that a far larger percentage of the membership participated than had ever occurred when elections were held at a Conference business meeting. We believe that this fact, combined with the entire nomination procedure, makes the current officers and directors far more representative of our total membership than has ever been true before. You will also recall that each of the national directors represents a region and is elected directly by that region.

So . . . . Welcome to all our new officers and directors, national and regional, who are listed below.

BOARDS OF DIRECTORS

1974-1976 BIENNIUM

National Board

President	Ferne K. Roberts	New York
President Elect	William J. McConnell	Virginia
1st Vice President	P. Coker Stogner	New Jersey
2nd Vice President	Richard G. Umsted	Ohio
Secretary-Treasurer	Leland C. Sanborn	Maryland
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Middle Atlantic	Elinor Long	Pennsylvania
Southeast	W.S. Davis	Florida
North Central	James Haralson	Indiana
South Central	Freda Henderson	Tennessee
Western	Madge Leslie	Oregon

Northeast Board

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	Margaret Davis	South Carolina
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North Central Board

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	Richard Umsted	Ohio
	Phil Vedovatti	Illinois

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Chairman-Elect	Daniel Kopecky	Texas
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	Beal Pickett	Oklahoma
	Sue Young	Tennessee

Western Board

Chairman	Dean Tuttle	Colorado
Chairman-Elect	Roy Brothers	Washington
Secretary-Treasurer	Richard Champion	Arizona
Directors	Jane E. Brodie	Alaska
	Kenneth McKie	Alberta
	Lee W. Robinson	Idaho

52nd BIENNIAL CONFERENCE

Since many of those who attended the 1972 Conference were enthusiastic, we conclude that a great program, a great host committee, and a great city make a great combination!

Program: In terms of theme, this Conference was more structured than many. For the entire Conference, as you know from pre-Conference announcements, the theme was "Equal Educational Opportunity for All the Visually Handicapped." Our Keynote Speaker, Dr. Berthold Lowenfeld, gave the background for this in terms of history and development of the basic concept. This was the highlight of the opening session on Sunday evening when AEVH also received welcomes from the Department of Public Instruction of the State of California and from the City of San Francisco. We were particularly happy that the state was represented by Georgie Lee Abel, now Professor of Education at San Francisco State College, and one of the leaders in our field. During this first evening session, Alexander Handel also presented the NAC award to Max Woolly, Superintendent of the Arkansas School for the Blind, and also a leader and a former President of AEVH whom we are proud to honor.

The major Conference theme was broken into sub-themes for each of the following conference days: Equal Opportunity for Cognitive Development, for Perceptual and Motor Development, and for Affective Development, and finally, Career Education, High levels of interest were maintained by two additional stirring speakers in general sessions, Dr. Jeanne McRae McCarthy, Director of the Leadership Training Institute in Learning Disabilities at the University of Arizona, and Dr. Kenneth Hoyt from the Office of Education, HEW.

Each day's theme was reflected in the content of Concurrent Sessions and in many of the programs of Workshops. Thus we found a unity of content and purpose running through the entire Conference resulting in a sense of goal and, at the end, of accomplishment.

Two business sessions were included in the program, enabling the members to hear in person the reports of the President, Lee Jones, and the Executive Secretary, Mary Bauman, and the initial plans of the incoming President, Ferne Root Roberts. The Report of the Braille Authority and the Report of the Resolutions Committee also brought to the members current action and thinking in several important areas. For those who could not attend the Conference, these reports are printed in this issue of FOUNTAINHEAD.

Exhibitors contribute a very meaningful section of Conference activity. Again, they brought to us tangible and printed materials which we could try, read, and discuss. We thank them for coming.

Attendance: In the months preceding the Conference, officers and staff felt some anxiety about attendance since a number of universities and state educational organizations seem to be in a period of austerity and since the energy, and particularly the gasoline, crisis made all of us careful about excessive travel. A number of people who have not missed an AEVH Conference for years sadly told us, during the spring, that they could not get to this one.

Fortunately, a lot of other people did get there, enough so that the total count of attendance is 649. Therefore this is, by a few, our largest Conference. Your Central Office particularly thanks the large number who pre-registered, thus making the registration at Conference a smooth and quick process for all.

AEVH officers do recognize that the early summer dates for our national conferences conflict with some starting summer sessions at colleges; we have persisted in these dates only because no better suggestion, more suitable to all AEVH members, has been found. It is our hope that the present regionalization of AEVH, resulting in regional conferences during alternate years, can partially resolve the problem. The regional conferences can perhaps more neatly fit the time schedules of members within each region. We do hope so!

Thank you! A successful conference is the result of a great deal of hard work, over a long period of time, and coordinated by a lot of planning.

For the outstanding quality of our program, great thanks go to the Program Committee, led by our then President-Elect, Ferne Roberts, and with the following members: D. Gary Coker, Frances G. Doty, Dennis J. Duda, Robert A. Hansen, James E. Haralson, Philip Hatlen, Ross L. Huckins, York Hudgins, Mary E. Moody, and Joan Sweeney. A special area of responsibility for workshops was carried by then Second Vice-President, William J. McConnell. Not only was the program unusually well organized and structured, but members of the Program Committee found exceptional speakers and we had only one last-minute change in a major speaker. Due to a death in the family, Dr. William F. Pierce could not be with us but he sent in his place Dr. Kenneth Hoyt, one of the original designers of the concept of career education, and a speaker of outstanding power and interest.

To our Northern California Chapter goes a huge debt of gratitude for their truly great job as a host chapter with the following as specific members of the Host Committee: Robert McMullen, Chairman, Ross Huckins, Georgie Lee Abel, Philip Hatlen, Irene Hawkinson, Arline Huckins, Terry Merrick, and Toshi Tekawa. These people not only did a great deal of preparation, bringing in supporting individuals and groups before the Conference, but throughout the long days of the Conference they were constantly on duty, covering registration, managing records, and beautifully handling the complex assignment of equipment such as projectors, recorders, etc. All of this equipment they borrowed from sources in the San Francisco area, saving AEVH a great deal of money usually spent for renting at least some of the needed equipment. We cannot put into words how much we thank them!

Another special thank you goes to the Brailletts, a charming singing group which performed at our opening session.

REPORT OF THE PRESIDENT: A REVIEW AND A FORWARD LOOK

This is our 52nd Biennial Conference. More than 100 years ago a very small group of residential school superintendents met and decided they should work together to exchange ideas on working with blind children, so they formed The American Association of Instructors of the Blind (AAIB). Most schools then were little more than homes for the blind and music conservatories, as our society had no place, socially or economically, for blind people, except for the highly talented.

We have moved a long way from the conditions of that day and this Association has played a most vital part in the changes that have come about. Let me give you some of the highlights and the milestones that have marked these changes, so that, perhaps, we may better see the challenges still before us.

There was little movement to educate visually impaired children in regular day school programs until the 1940's and no ground swell of this until much later. In some areas of America and Canada, this movement is not well developed at the present time. AAIB remained almost entirely an organization of residential school members until the late 1950's when constitutional changes brought limited participation of non-residential people, including teacher trainers. Participation by non-residential professionals has grown rapidly in the last 14 years; in 1973 33% of our membership was from non-residential sources, a significant increase from the 27% in 1972. In 1973, 65% of all children registered with the American printing house for the blind were in non-residential programs, so we have some distance to go in involving all educators of the visually impaired. The Association took another significant step forward when it established a National Office in the early 1960's, and another when in 1968 we changed our name to Association for Education of the Visually Handicapped, recognizing we are international in scope and that our responsibilities include all visually handicapped children, not only the severely impaired. This change of name, perhaps more than any other single thing, has increased the participation of all professionals in the growth of the association. For the 1972-74 biennium, 50% of all officers and members of standing committees are from non-residential programs, and for the first time in the history of the organization, our president for the '74-76 biennium is from outside the residential schools.

The Association began officially to publish a professional journal when in 1967 it assumed the responsibility from the, then, INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND. Our journal, EDUCATION OF THE VISUALLY HANDICAPPED has earned recognition as an outstanding publication through the efforts of the publication board and highly effective editors.

Our association has actively participated with the American Printing House for the Blind as it has led the world in developing and producing educational materials for visually handicapped, including outstanding research.

Since 1950, we have jointly sponsored with the American Association of Workers for the Blind, the Braille Authority, and the Advisory Council to the Authority. These organziations have contributed invaluably in standardizing braille codes. During this Biennium we were joined in this endeavor by the National Braille Association.

Our Association has worked diligently over the years in establishing and raising standards for educational services to the visually handicapped. The Association and its members participated in the COMSTAC studies from which the National Accreditation Council developed, and we continue to be a sponsor of this first effort to develop standards for all areas of services to the visually handicapped. We have developed certification standards for both teachers and child care workers and are continuing our work in these areas.

During the 1972 Conference and in the '72-74 Biennium, we have taken steps that should prove to be the springboard from which we may reach more fully than ever our Constitutionally-stated purpose:

> The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society, through meetings, institutes, publications, and chapters.

We now solicit nominations for Officers from the field. We elect our President two years in advance which makes for greater continuity. We elect Officers by mail ballot. Most important, we have regionalized our Association, so that the Board of Directors is selected by the Regions and Provision is made for regional activities on a continuing basis, with Regional Conferences in all years in which there are no National Conferences.

Let us look to the future—let us develop vital regional organizations which will involve all the membership and bring into our organization all those who work with visually handicapped children. There remains much to be done and I will conclude by mentioning some areas which, in my opinion, require greater attention from the Association. The visually handicapped population is changing rapidly and we must meet the changing needs since approximately one-half of the visually handicapped children have other handicaps and many are severely multi-handicapped. We should better define and establish evaluation techniques to measure our performance against the standards we have, especially in non-residential settings. The National Accreditation Council has not yet moved into accrediting services in day school programs. We should encourage longitudinal studies of the types and levels of educational services that bring about the best total adult adjustment of the visually handicapped in the social, vocational, and economic areas. We should become more involved in helping training institutions develop performance-based certification for professionals and para-professionals. We should play an active role in the career education emphasis. We should broaden our efforts to help children develop better social and emotional adjustment, particularly in sex education and family life adjustment. We should seek better ways of coordinating with other agencies, especially those serving the adult visually impaired. Broader recognition should be given to the need of visually handicapped children for help from other specialists in learning disabilities, behavior disorders, emotionally maladjustment, mental retardation, speech correction, therapeutic physical education and recreation. We should recognize more fully that there are fewer totally blind and a higher percentage of partially seeing who have not had adequate attention given their needs. There are challenges for us to accept; you have selected for your National and Regional leaders some of the most capable people in our field to lead us forward.

REPORT OF THE EXECUTIVE SECRETARY 1972-74

Two years ago I stood before you to say that procedures in the Central Office had stabilized and all was running smoothly. The period of reorganization which had preceded the 1970 Conference had settled into a working pattern.

The past two years have again been a period of many changes. Over some of these we have had no control. For example, our loss of Dr. Natalie Barraga as Editor of EDUCATION OF THE VISUALLY HANDICAPPED was an action initiated by Dr. Barraga. I can say only that it was a great pleasure to work with her and we continue to think of her with great affection. Her place as Editor has been taken by Dr. Don L. Walker who has brought to the journal new and stimulating ideas and I think EDUCATION OF THE VISUALLY HANDICAPPED becomes a better publication each year. Dr. Walker has drawn in some very competent authors and while the publication is small in physical size, it is large in professional impact.

Another retirement over which we had no control was that of Miss Marjorie Hooper as Managing Editor of our journal and I must admit that this has caused more need for reorganization in the Central Office than did Dr. Barraga's departure. Even before Miss Hooper retired, but partially because of that impending retirement, the printing of EVH was moved to Philadelphia and it was our plan to move the work of Managing Editor upon her retirement. We looked upon assuming the responsibility with some concern because we felt that just about no one could ever do it as well as Miss Hooper did it. Hers is a difficult act to follow!

However, there was an additional complication in that it was just about impossible to make the move from Louisville just at the time she retired from her work at the American Printing House for the Blind. Fortunately, Mr. Ralph McCracken was willing to give the work at least some of his time until the end of 1973 when we did make that move to Philadelphia. To Mr. Mc Cracken we are deeply grateful.

A managing editor is, of course a business manager and in the case of EVH this job is made more complex by the fact that what is now EDUCATION OF THE VISUALLY HANDICAPPED was for many years called THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND. Back files of the INTERNATIONAL JOURNAL are kept and sold by EVH. Problems related to this will now be reduced by the fact that all back issues of the INTERNATIONAL JOURNAL have now been put into microfilm by Xerox University Microfilm and back issues of EVH are being put into microfilm on a regular basis. For many scholars, this will make our material more readily available and we hope that it will spread understanding of visually handicapped children more widely.

Your other publication, FOUNTAINHEAD, has over the past decade and a half grown from an occasional mimeographed sheet to a quarterly sufficiently recognized that it has its own subscription list. We have changed this from five to four issues each year in part because with five issues it was sometimes necessary to mail FOUNTAINHEAD and EVH at just about the same time and that was simply impossible for your Central Office staff. However, we also made the change because it makes it possible, at the same cost, to have more pages in each copy. You now receive the same number of pages in four, instead of five, copies per year and this provides enough page space so that the business of the Association can be printed there and there is also at least some room for professional information. It has been very much my wish that no issue should be merely the business of the Association because I feel that other professional information should be provided, such as notices of new books, of articles not in our own journals, etc. FOUNTAINHEAD is the natural medium through which such information can be provided to AEVH members.

Over the years, I have also felt that one of the weaknesses of FOUNTAINHEAD has been lack of legislative information, provided by a knowledgeable person close to the legislative scene. Beginning with your January 1974 issue, that gap has been filled ably by Mr. Irvin Schloss. Mr. Schloss is the representative of the American Foundation for the Blind in Washington, D.C. where his work centers in keeping very completely in touch with all legislation relevant to the field of blindness, and visual handicaps. We are extremely fortunate that he has agreed to write, especially for FOUNTAINHEAD, a column on legislation which can be important to us, as educators.

Of course, the biggest change in AEVH during this biennium is regionalization. You already know the details of this because you participated in the process. I see this as a way to make AEVH much more responsive to the wishes and needs of individual members and different localities without sacrificing the unity of the Association. The regions *are* the Association. They will have direct representation on the national Board, on national committees and on national policy. I am sure there will be many details to work out but I am confident they can be worked out. Of every dues payment, $3.00 goes back to the Region so it can pay its bills and function with certain kinds of independence, but it should be an independence in which we never lose sight of our common purposes and goals.

We also tried a new procedure for nominations and elections this year. In some ways it is unwieldy and we may find, after the regions are functioning, that it can be streamlined, but we in the Central Office deeply appreciate the help of all those who made it a workable procedure this year.

Certification is an ongoing function but during this biennium there were some very significant changes with regard to certification of houseparents and child care workers. We hope this is proving useful and may become a means of putting these very important workers within residential schools on a more professional basis.

For the past two years, AEVH has cooperated with the American Foundation for the Blind on Gillette scholarships for blind young women who are studying music at the college level. AEVH publicizes the scholarships, maintains the applicants' records, and a committee of AEVH members recommends grants. To that hard working committee we also express our gratitude.

This rather considerable work load could not be accomplished without a dedicated staff and the support of all of your Officers and Directors. Within our Central Office staff, the name of Judith James is probably most familiar to many of you because she carries major responsibility for many parts of the office functioning and communicates with many of you. Less known, but also very important are Carol Kropf and Catherine Cheadle. Among your Officers and Directors, special tribute goes to Leland Sanborn, your Secretary-Treasurer, who is our wise and patient advisor not only on fiscal matters but on many questions of management, and who of course countersigns the large number of AEVH checks needed to run your Association. Finally, we thank all of the membership, now a total of 2,433, around whose interests, questions, suggestions, and expressed needs, AEVH is built.

As usual, it has been my privilege to represent the Association in many professional contacts. During this biennium it has been especially interesting to be your representative on the CEC Interagency Committee, on the Task Force on Career Education of the American Foundation for the Blind, in a joint meeting of education and rehabilitation, sponsored by the Division of Services to the Blind in HEW to suggest new directions for action during the 70s, and in a meeting of top rehabilitation workers with top ophthalmologists recently held in Houston.

Finally, I wish to take this opportunity to tell all of you that the address of the Central Office will be changed on August 1st to 919 Walnut Street, 4th floor, Philadelphia. This move provides your Central Office staff with a much more convenient work space in a building which in the past year has been developed especially as a center for agencies serving the blind and visually handicapped. It is therefore a very pleasant professional atmosphere and we invite you to visit us there when you come to Philadelphia.

AAWB-AEVH-NBA BRAILLE AUTHORITY REPORT, 1974

In carrying forward its responsibility for updating, clarifying, expanding, and developing braille codes to meet the requirements of readers, students, and educators, the Braille Authority has taken under review the braille codes for music, textbook format, and mathematics notation. Advisory Committees of specialists and experts have graciously contributed their knowledge and expertise to the consideration of proposed improvements. Suggested changes were carefully examined for their impact upon both the transcriber and the touch reader. The changes which were found viable have already been or will shortly be submitted to the National Council to the Braille Authority for consideration and official approval so that they may be incorporated into the established codes.

The *1965 International Manual of Braille Music Notation* prescribes the basic procedures for the transcription of print music into braille. The members of the International Music Conference were unable to come to agreement on several procedures in transcription and thus the code contained a number of vagaries and gaps which have prevented a true transcription of music scores. To cope with these problem areas, the Braille Authority called upon the services of an Advisory Committee composed of transcribers, teachers and users with experience in and an understanding of both print and braille music notation. The resultant clarifications and additions to the Music Code will now make possible a facsimile transcription for musicians and blind music teachers as well as a simplified version for students and performers. The approved modifications will soon be available as an addendum to the official *International Braille* Music Code.

The substantial increase in attendance of blind students in integrated public educational facilities brought to focus the vital need for methodology which would provide the braille reader with an active reproduction of the textbook material in use by sighted classmates. In an attempt to cope with the many problems of symbols and formats, the *Braille Code of Textbook Format and Techniques* was developed and received official adoption in 1965. It was apparent from the outset that constant revisions and additions would be required to cope with the various styles and formats employed by authors and publishers. The variety and diversity of unanswered questions of braille transcribers, publishers, and students made it apparent that the time had arrived for the re-evaluation and reworking of the Format Code. An outstanding Advisory Committee of transcribers and teachers conversant with the problems encountered by students has assisted greatly in the revision in the code which is to become available in the near future.

Just as with the Format Code the Braille Mathematics Code requires continual revision and expansion. In response to questions from the field, especially those from transcribers struggling with mathematics textbooks, a number of clarifications and additions are being recommended.

The members of the Braille Authority wise to express their appreciation for invaluable advice and counsel so ably afforded them by Dr. Berthold Lowenfeld and Natalie Barraga whose terms of office on the National Council to the Braille Authority terminated at the end of the past year. Finis E. Davis and Helen Hubman have been appointed by the Presidents of the sponsoring organizations as replacements on the Council. We know that they will contribute grately toward advancing the programs of the Braille Authority.

Respectfully submitted by:

Bernard M. Krebs
Maxine B. Dorf
Marjorie S. Hooper
Alice Mann

REPORT OF THE RESOLUTIONS COMMITTEE, 52nd BIENNIAL CONFERENCE, SAN FRANCISCO, JUNE 26, 1974:

Resolution #1:

WHEREAS: The 52nd Biennial Conference of the AEVH held in San Francisco June 23-27, 1974, resulted in the most significant Conference of the Association;

WHEREAS: The moderate weather had a salubrious influence on those in attendance;

WHEREAS: Although earth-shaking events have taken place, no earthquakes have occurred during the Conference;

WHEREAS: At the last inventory, no hearts were lost in San Francisco, and

WHEREAS: The sessions and workshops contributed to the open exchange of ideas, now, therefore,

BE IT RESOLVED by the AEVH in regular Biennial Conference, assembled on this 26th day of June, 1974, that appreciation and gratitude be extended to the Northern California Chapter of the AEVH and to the Program and Host Committees for their unselfish devotion to the Association in their many efforts to provide a memorable Conference, and

BE IT FURTHER RESOLVED that the members in attendance will utilize these sessions as a springboard to launch an outstanding venture on behalf of blind children during the next two years.

Resolution #2: A declaration of opposition to the combining of schools for the blind with schools for the deaf

WHEREAS: It is incumbent upon all persons engaged in the education and development of blind and visually handicapped children to seek to promote the best possible methods and to seek the most favorable conditions, environment, and facilities for their education and development; and,

WHEREAS: The members of the Association for Education of the Visually Handicapped have had many years of experience in all phases of education of the blind and visually handicapped and have had to grapple with countless problems arising directly from unfavorable conditions and environment; and,

WHEREAS: Fiscal officers, being unfamiliar with the needs and requirements for the effective and inclusive education of the blind, in their zealous attempt to carry out their responsibility to save tax money, are often misguided into recommending the outright combining or the sharing of facilities of schools for the blind and schools for the deaf; and,

WHEREAS: The education of blind children and of blind youth is totally different from the education of the deaf, and the environmental needs and requirements are correspondingly different; and,

WHEREAS: The blind and the deaf have virtually nothing in common, and meaningful and practical communication between them is uniquely difficult, if not impossible; and,

WHEREAS: The seeing deaf have enormous advantages over the hearing blind in social and recreational activities between them; and,

WHEREAS: For a broad and comprehensive educational program for the blind (perhaps contrary to that of the deaf), an urban, metropolitan location is most essential; and,

WHEREAS: No single administrator could be expected to have equal knowledge of the complex educational requirements peculiar to the blind and to the deaf; and,

WHEREAS: The history of education of the blind throughout the United States is replete with instances where such combination and sharing have been soundly repudiated after painful trial and obvious error, and the constant trend toward the separation of schools for the blind from schools for the deaf has persisted to the point where, for some time now, they have been separated in all of the larger states; now therefore

BE IT RESOLVED by the Association for Education of the Visually Handicapped, in regular biennial session convened at the Sheraton Palace Hotel in San Francisco, on this 26th day of June, 1974, that

This Association is unqualifiedly opposed to the combining of schools for the blind with schools for the deaf with respect to administration, staff, physical plant, and educational program, and this opposition extends to the sharing of facilities whose use and application are of necessity different for each handicap group.

Resolution #3:

WHEREAS: Children requiring health, social, and educational services continue to be referred from agency to agency, unable to secure corrective or remedial assistance,

BE IT HEREBY RESOLVED by the AEVH in Conference on this 26th day of June, 1974, that the Association through its elected officials, employees, and Board, will initiate and/or support appropriate action to create a network of services to handicapped children that will extend beyond district, county, and State boundaries.

Resolution #4:

WHEREAS: The vocational and prevocational educational efforts have focused on capable blind students;

WHEREAS: All children have rights to education and training;

BE IT RESOLVED by the AEVH in Conference assembled in San Francisco, California, on this 26th day of June, 1974, that the Association through its elected officials, employees, and Board will encourage local, state and federal programs and agencies to implement expanded career preparation, vocational education and vocational rehabilitation programs to include the seriously impaired, to insure training that will prepare handicapped individual to enter employment, and that the President of the AEVH be instructed to inform the appropriate agencies of the BEH, of the AEVH concern in the delay in providing services directly to the individual.

REPORT OF THE NECROLOGY COMMITTEE

It is with deep regret that we report the death of these men and women who have given much to the education and welfare of blind youth.

Maryland School for the Blind
- Frederick W. Brune, member of the Board of Directors for 38 years
- Lena Guy, former house mother for 31 years
- Marvin Green, house father
- J. William Middendorf, Jr., member of the Board of Directors for 27 years

Ohio State University
- Mrs. Loetta Lovejoy Hunt, Coordination of the teacher program for blind and partially seeing

Overbrook School for the Blind
- Mrs. Emma King, retired
- Miss Agnes Locuson, retired
- Miss Edythe Novis, retired
- Miss Josephine Patterson
- Henry Spear, retired
- Mrs. Augusta Horner Hoffman, retired

Wisconsin School for the Visually Handicapped
- Mrs. Marie Hurley, child care counselor staff
- Gerald McCarthy, music teacher
- Raymond Long, former superintendent

Texas School for the Blind
- William E. Allen, former superintendent

Perkins School for the Blind
- Miss Claudia Potter, teacher, retired

Idaho School for the Deaf and the Blind
- Mrs. Dena Hill, teacher, graduate of Overbrook School for the Blind and postgraduate student of Perkins

New Jersey Commission for the Blind
- Miss Althea Nichols, Supervisor, Visually Handicapped

School for the Blind in Bangkok
- Miss Genevieve Caulfield, founder of the school for the Blind in Bangkok; graduate of Overbrook School for the Blind and postgraduate student at Perkins

We are sure that we can say "Well done thou good and faithful servant" for all these friends. If we have failed to report any other deaths it is due to the fact that we did not know of them as these are the only ones reported to us.

Dr. Francis Andrews, Chairman
Dr. Natalie Barraga
Donald Pickering
Dorothy Misbach

AEVH NEWS

It's Membership Time! As we start the new school year, the call for AEVH membership goes out again—in public schools, in residential schools, and on the college campuses. The AEVH membership year is the calendar year but it is a *great* help to your Central Office and to your officers if you will renew your membership early. Actions which are put off are all too easily forgotten and if your 1975 membership does not reach the Central Office before the end of 1974 there is some possibility of a break in your receipt of publications. Now that we have regions and chapters, the record-keeping related to membership is quite complex and time-consuming. You contribute to accuracy and save cost of processing when you renew promptly.

This year we will again use a membership form of three pages, one for Central Office record, one for the regional record, and one for chapter and/or other use. Please return all three copies, just as you did last year.

The membership campaign is being organized by our First Vice-President, Mr. P. Coker Stogner. He will be relating to membership chairmen in each of the regions and unusual questions will go to him for resolution.

However, at least for this year, we will follow the basic membership procedure used in the past. This means that membership materials have already been mailed to the membership chairman in the residential schools; just follow the familiar procedures which are outlined in your instructions. Membership materials are also mailed directly to the college and university centers for student membership campaigns. Current members of AEVH who do not relate to residential schools will be billed by mail during the next several months.

However, we are sure that there are a great many people who are working with and concerned about visually handicapped children whom we have never reached through any of these channels. It is to these people that we hope the regions will appeal by bringing the meaning and services of AEVH close to them. Do you know a fellow professional who is not a member of AEVH? Invite him or her to join!

New members of AEVH can receive the fall issues of FOUNTAINHEAD without charge if they enroll early. The fall issues of EDUCATION OF THE VISUALLY HANDICAPPED may be obtained by new members by sending in an extra $3.00 to cover a half-year special subscription.

Selected Papers: Following each biennial conference, your Editorial Board reviews all submitted papers from general and concurrent sessions to choose those which shall appear in SELECTED PAPERS. Editorial changes necessary for consistent form are made and the papers go to the printer. We very much hope that we can have the finished publication in your hands before the end of the year. All 1974 members of AEVH and non-members who attended the Conference will receive copies without charge. Additional copies may be purchased at the rate of $3.00 each.

Actions of the AEVH Board of Directors: In conjunction with the San Francisco Conference, there were two Board meetings.

On June 22nd, the 1972-74 Officers and Directors met with President Lee Jones as Chairman. They reviewed their two years of responsibility and took such action as was necessary to close the record where their work was completed. However, much of the business is of a continuing nature and it was felt that major decisions should be handled by the incoming officers and directors who would have to implement those decisions.

The new officers and directors met briefly on June 26th under the leadership of 1974-76 President Ferne Roberts. Some initial thinking was done about the 1976 conference which will be held in Detroit, Michigan. The status of committees and task forces was also briefly reviewed but many new members are to be appointed so little specific action could be taken. Mrs. Roberts did report that Marilyn Sorenson has accepted appointment to the AEVH Editorial Board, the group which is responsible for all publications of the Association. No major business came before the group in this brief get-acquainted meeting.

The Annual Meeting of the National Board of Directors of AEVH will be held, as in the past, just preceding the Annual Meeting of the American Printing House for the Blind. The date is October 26th and, if necessary, October 27th; the place is Galt House, Louisville Kentucky. Members who wish to suggest an item for the agenda of that meeting, or who wish to bring a question to the Board at that meeting, should clearly state the agenda item, or question, in a letter to Mrs. Ferne Roberts, addressed to the Central Office. Do not hesitate to communicate! Tell us what is on your mind!

THE REGIONS

This new section of your bulletin hopes to bring you news of all the regions and to form a link of communication among the regions.

Since regional activity is just beginning, this first report tells chiefly of what the Central Office has been doing in relation to the regions.

The first financial payments, at the rate of $3.00 for each member in a region, have been forwarded to the treasurers of the regions. At the same time, the membership records for each region were also sent out. If the officers of any region have failed to receive these two forms of communication, do let the Central Office know at once!

In the future, financial payments and membership records will be forwarded to each region on a quarterly basis, in the month following the end of each calendar quarter. For example, records through the end of September will be forwarded in October; records through the end of December will be forwarded in January.

Do not hesitate to let us know if you have questions or if your records and ours do not agree. Regions are new in AEVH and it is quite possible that our initial record-keeping procedures are not the most efficient. We would be glad to learn how to handle them better but beg that you will be patient with us until all is running smoothly.

Each region will, hopefully, have its representative, its Director, at the National AEVH Board meeting on October 26th. This will provide an excellent opportunity for discussing and solving problems and planning more effective procedures and means of communication.

Meanwhile, we hope you are all having, or planning, your own Board meetings and we hope that a major item on your agenda is development of your regional conferences for 1975. What are the key issues in your region? Who are the professional leaders in our field whom your members would like to meet and hear? What is the most convenient place within your region for holding such a conference? Who should be on the program committee, the host committee, and other working groups? The time for action has come!

PERSONNEL

Speech Therapist: With experience since 1956 and certified since 1965, B.S. and Master of Education from Boston University. Has worked with both normal and mentally retarded children and adults, both blind and seeing. Experience in Peace Corps in Bogota, Colombia, 1966-1968. Has knowledge of Spanish. Travels with cane.

Contact Joanne Berarducci, 20 Winslow Avenue, Somerville, Mass.

Teacher–Administrator: After 15 years teaching regular classes, became teacher-administrator of a school for deaf and blind children in the Central Province of Ceylon. School grew from 18 to 116 students under his direction and developed relationships with vocational rehabilitation and higher education. Unusually broad experience and background in community activity, including a great deal of experience in agriculture. Willing to accept almost any position which would provide an opportunity to work in United States.

Contact Donald B. Kapuwatte, Principal, School for the Deaf and the Blind, Dadanwela, Kandy, Ceylon.

Opening in Wisconsin: Vocational Rehabilitation Counselor I—Rehabilitation Teacher to assist the blind and visually handicapped in basic skills and adaptation to environment. Candidates must possess degree in psychology, rehabilitation counseling or sociology; or any major plus one year of professional counseling experience. Starting pay between $784 and $889 per month depending on training and experience. Submit completed State application form or resume with a paper limited to two pages describing why you feel especially well qualified for this position to Marc Wirig (608-266-1134), Division of Vocational Rehabilitation, Room 720, One West Wilson Street; Madison, Wisconsin 53702.

Elementary Teacher: B.S. 1974 with specialization in visually handicapped, University of Michigan. Will accept employment anywhere in country. Contact Mary Lautenbach, 3224 Braeburn Circle, Ann Arbor, Mich. 48104.

MARY E. SWITZER MEMORIAL FUND

Rarely has a person had a greater impact for good in the field of work with the visually handicapped than the late Mary E. Switzer. As a memorial to her, an effort is now under way to collect $250,000 which will support Switzer Fellows through whom the rehabilitation movement can be sustained and advanced.

AEVH has already contributed $100 to this fund. We urge that interested members who knew Miss Switzer and her work make their contributions directly by sending checks, payable to NRA, Scholarship & Research Fund, to NRA, The Switzer Fellows, Suite 1120, 1522 K Street, N.W., Washington, D.C. 20005.

Telephone calls for information may be made to NRA at (202) 659-2430. All contributions are tax deductible (IRS # 52-6063278).

INTERNATIONAL OPPORTUNITIES

Exchange Teaching and Summer Seminars: Grants to teach abroad or to attend a summer seminar abroad are available under the Fulbright-Hays Act for the 1975-76 academic year.

Elementary and secondary teachers, college instructors, and assistant professors are eligible to participate in the program. United States citizenship, a bachelor's degree, and at least three years of successful full-time teaching are required for teaching positions. A minimum of two years teaching experience is required for summer seminars. Seminars for teachers of art, German, the classics, Italian, European, and world/Asian history will be held in 1975.

Application should be made before November 1, 1974.

An information bulletin and application forms may be obtained in September by writing to: Teacher Exchange Section, Division of International Education, U.S. Office of Education, Washington, D.C. 20202.

Register of Research: In cooperation with L.L. Clark of the American Foundation for the Blind, the European Register of Research on Visual Impairment is being extended to cover the world research community.

This register will not include purely medical research, but it will include research on the causes of blindness, work with extremely low vision patients, sight-restoration and management, and referral of patients who are undergoing deterioration of visual capacity.

Those doing research related to visual impairment are requested to send their names, postal addresses, names of co-workers, and a precis of the nature of their current research projects to: Dr. J.M. Gill, Department of Engineering, University of Warwick, Coventry CV4 7AL, England.

DEAF–BLIND

Committee on Standards: During the past year there has been a devoted and hard-working Committee on Standards within the North American Committee on Services to Deaf-Blind Children and Youth. Led by Dr. Verna Hart, this group has developed a paper on standards with the following sections: (1) Definitions; (2) Standards for Services; (3) Program for Adjustment, Orientation, Education and Consultation; and (4) Teacher Preparation Programs.

In addition, the group has made to the full North American Committee the following recommendations:

1. The committee submits the proposed standards and the following list of recommendations to the Executive Committee for approval. Following any changes, the committee requests reaction from members at large.
   Personnel from D&E Centers should meet together and discuss appropriate D&E referral procedures, goals, terminology and techniques with standardization of records on a national basis.
2. A national meeting of deaf-blind educational personnel should be called to disseminate information resulting from the above D&E meeting.
3. Personnel with expertise in the area of deaf-blind should be recommended by local and regional persons. The names of the personnel so recommended would be placed on a registry and the persons then become available for consultation to D&E centers and to educational centers. Teams could be assembled on a national basis with expertise in such areas as diagnosis and evaluation, curriculum, vocational education, etc.
4. A national approach should be taken in curriculum development to prevent duplication of effort and to create a strong multifaceted theoretical and practical instrument addressed to a wide range of consumers.
   a. Curricula from throughout the country should be collected, reviewed and evaluated by a committee consisting of knowledgeable and experienced people in deaf-blind education and related areas.
   b. Because deaf-blind children require unique programming differing from the areas of the deaf, the blind, and the retarded, examples that reflect this uniqueness along with other applicable materials should be compiled and refined.
   c. This material should be disseminated through the regional coordinators to be adapted to the local programs. This adaptation should be individualized for each child, based on developmental assessment of his present level of functioning, and programmed according to developmental norms and expectations with accompanying plans for individual and program evaluation.
5. A national directory should be prepared of each program and professional personnel currently working with deaf-blind children.
   a. Each program coordinator should prepare the information for his program: staff names, their professional qualifications, and numbers of children served.
   b. Preparation centers for teachers of the deaf-blind should prepare a roster of those who have been prepared in their programs so that trained teachers not currently working in the field can be located.
   c. This information should be sent to the North American Committee on Services to Deaf-Blind Children and Youth for compilation and dissemination.
6. Assessment of the needs in the area of research and plans to meet the needs should be undertaken on a national level to prevent duplication of effort and to insure maximal use of personnel and competency in research design and implementation.
7. A standing research committee shall be appointed by the North American Committee on Services for Deaf-Blind Children and Youth to establish long-range

planning and priorities for implementation. The Research Committee will cooperate with the regional centers.

a. It will investigate and coordinate statements of need with rational for research.
b. In cooperation with the regions it will outline a long-term research plan and establish priorities for its undertaking.
c. Together with the regional centers and with agencies that have expressed research interest in various aspects of the plan, the committee will generate, help develop and/or review proposals to be presented in order of national priority to BEH, Division of Research. The Committee will serve as an ethics and standards committee as part of its review.
d. The research procedure will be a professional self-monitoring model service in research review and planning.

Verbal Behavior: We are in receipt of a reprint, apparently from a publication called *Evening Lectures* (but not otherwise identified) which details the use of behavioral response training in developing communication with two deaf-blind children. The author, Hachizo Umezu, is associated with International Christian University, Tokyo, Japan, and this is the record of work done with the first two deaf-blind children admitted to a school for the blind in Japan. The work began in 1952 when several years of more standard approaches to training had failed.

The article gives in some detail a training method based on the matching technique in which the children moved from formboards, to braille, to practical communication. The author recognizes that the procedure might be neither useful nor necessary with other deaf-blind children but presents this experience for its potential value to other teachers.

Umezu, Hachizo. "Formation of Verbal Behavior of Deaf-Blind Children." *Evening Lectures*, pp. 58-74.

Behavioral Change: David Tweedie reports an interesting procedure for the assessment of change when that change is, admittedly, very slight. He chose from the well known Curtis and Donlon research tapes, eight brief records of the behavior of that child who, among the research group, had progressed least. Four of these video tape recorded behavioral samples were from 1969, and a matching four from 1973. He then developed a rating form covering eight facets of communication, eight facets of adjustment and eight facets of learning. He asked ten observers to review the taped behavioral capsules and rate the child's behavior on the rating form.

Although this child clearly made very small progress, Tweedie's procedure made it quite clear that some progress had been achieved over the four-year interval. He concludes that, "With the lack of a truly sophisticated achievement measure, the video taping procedure developed by Curtis and Donlon may be a method whereby favorable behavioral change can be displayed to teachers and administrators of programs for handicapped children to show the validity of special education programs and procedures."

Tweedie, David. Demonstrating Behavioral Change of Deaf-Blind Children. *Exceptional Children,* Vol. 40, No. 7, April 1974, pp. 510-512.

Educational Programming: The authors describe some of the very difficult problems encountered with multihandicapped deaf-blind children for whom little had been done until after the inception of federally stimulated programs in 1970. The teachers found many developmental gaps, and very uneven development within and across behavior categories. All of the children engaged in stereotyped behavior but it was difficult to find effective rewards through which to change that behavior; rewards which are powerful with most children might have no effect with these particular children, largely because of their apathy and minimal environmental interaction. Progress was made even slower by the fact that teachers found it difficult to get parents to continue the work of the classroom through practice at home.

The authors conclude that teachers of the deaf-blind need preparation in multiple disabilities and that multiple procedures must be used to approach each goal. They reenforce the recommendation of others that education of deaf-blind children must begin in infancy.

Mira, M. & Hoffman, S. Educational Programming for Multihandicapped Deaf-Blind Children. *Exceptional Children,* Vol. 40, No. 7, April 1974, pp. 513-514.

Correspondence Courses for Parents: On a foundation of long experience in working by correspondence with the parents of deaf children, the John Tracy Clinic is now offering a new *Correspondence Learning Program for Parents of Pre-School Deaf-Blind Children.* This service is free for parents but a bound volume of the complete course is also available for professionals at a cost of $9.50. The procedure involves an exchange of personal letters with the parents, thus helping the parents to teach the child. For more information write to John Tracy Clinic, 806 West Adams, Los Angeles, CA 90007.

THE WASHINGTON SCENE

(Note: In the last two issues of FOUNTAINHEAD we were privileged to have our own education-oriented legislative column, especially written for us by Irvin P. Schloss, Coordinator of Government Relations for the American Foundation for the Blind. Based in Washington, and with years of experience in the interpretation of laws, regulations, and legal manoeuvring, Mr. Schloss provided members of AEVH with an insightful account of legislative events. To our very great regret, Mr. Schloss now feels that he cannot carry this extra responsibility and this will be the last legislative column by Mr. Schloss in your bulletin. Brief as the experience has been, we appreciate what he has done for us and very much thank him and the American Foundation for the Blind)

"I take special pleasure today in signing H.R. 69," stated President Ford at a signing ceremony on August 21 at the Department of Health, Education, and Welfare when he approved the Education Amendments of 1974. " . . . . While I would have preferred different provisions in some sections of this bill, the overall effect of H.R. 69 should be a significant step forward in our quest for more effective distribution of Federal education funds and for better administration of Federal education programs."

The new law, Public Law 93-380, extends the Elementary and Secondary Education Act, the impact aid laws, the Adult Education Act, the Bilingual Education Act, and the Indian Education Act through fiscal year 1978. It also extends the Education of the Handicapped Act through fiscal year 1977 and the Emergency School Aid Act through fiscal year 1976.

The formula for Title I of ESEA, special educational programs and projects for educationally deprived children, is amended to allocate funds on a basis to more clearly target funds on low inclome children. State agency programs for handicapped, migrant, and neglected and delinquent children will receive funds in grants with the new formula and will continue to receive funds "off the top" in accordance with established practice. No State agency will receive less than its fiscal year 1974 allocation. Each local education agency (LEA) will receive at least 85% of its previous year's allocation. The 1975 authorization is estimated at $3.1 billion for LEA grants.

With regard to handicapped children in state-supported schools, the allocation formula specifies that each state shall receive 40% of the average per pupil expenditure in that state times the number of handicapped children in average daily attendance. As an alternative, the formula specifies a minimum allocation of 80% of the average per pupil expenditure in the United States and a maximum of 120% of the average per pupil expenditure in the United States. Handicapped children transferred from state-supported schools may continue to be counted for this purpose with funds transferred to the local education agency by the state education agency. In addition, a state education agency must provide assurance that each handicapped child counted will be provided with a program commensurate with his special needs.

Especially important to our field is the fact that the new law retains the 15% earmark of appropriations for handicapped children under innovation and support service.

The Education of the Handicapped Act is extended through fiscal 1977. Among other provisions, it does the following:

(1) Specifies that the Bureau for the Education and Training of the Handicapped in the Office of Education shall be headed by a Deputy Commissioner appointed by the Commissioner of Education and reporting directly to him.

(2) Extends the National Advisory Committee on Handicapped Children until July 1, 1977 and authorizes appropriations of $100,000 for fiscal years 1974-77 for its operation.

(3) Authorizes the Commissioner of Education to "make payments to States for the purpose of assisting the states in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the pre-school, elementary school, and secondary school levels in order to provide full educational opportunities to all handicapped children" on an entitlement basis for the fiscal year 1975 only. The entitlement formula is based on the number of children in each state between the ages of three and 21 inclusive, times $8.75. If fully funded, this provision could result in grants totaling $630 million for fiscal 1975.

(4) Authorizes use of funds paid to states for identification and treatment of handicapped children under age three.

(5) Requires states to provide procedures for insuring that handicapped children and their parents are granted procedural safeguards in decisions regarding identification, evaluation, and educational placement of handicapped children.

(6) Requires procedures to insure that, to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.

(7) Establishes as the goal provision of full educational opportunities for all handicapped children.

(8) Authorizes appropriations of $100 million for FY 1976 and $110 million for FY 1977 for grants to states for the education of handicapped children in contrast to the entitlement formula described above.

(9) Requires that states submit to the Commissioner of Education an amendement to its state plan which will set forth policies to insure the education of all handicapped children, and to insure that all handicapped children in the state in need of special education are identified and evaluated, that a detailed timetable for providing full educational opportunity for all handicapped children is established, and that such amendment to the state plan will be available to parents and members of the general public.

(10) Authorizes appropriations for centers and services for deaf-blind children of $15 million for FY 1975, $20 million for FY 1976, and $20 million for FY 1977.

(11) Authorizes appropriations for experimental preschool and early education programs of $25.5 million for FY 1975, $36 million for FY 1976, and $38 million for FY 1977.

(12) Authorizes appropriations for training special education personnel and, in a separate section, authorizes special funds for training physical educators and recreation personnel.

Additional sections authorize appropriations for research and demonstration programs in the education of the handicapped, for instructional media, and for research, training, and model centers to meet the educational needs of children with specific learning disabilities.

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Our Cover: Down the abacus path to arithmetic mastery at the Georgia Academy for the Blind.

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AEVH NEWS

Annual Board Meeting: Over the weekend of October 26 and 27, the AEVH Board of Directors and most of the major committees met in Louisville, Ky. All members of the International Board were present, which means all of your elected Officers and one Director from each of the six regions. This was the first meeting (other than a little get-acquainted session at the end of the San Francisco Conference) in which the regions had direct representation — a period of learning for the new members but also a meeting with rich contributions and very efficient handling of the business. The excellent quality of the discussions promises well for the future of AEVH as an association.

It is too early in the membership recruiting period to make any prediction about 1975 membership but your Board hopes that AEVH may grow by at least two to three hundred members during 1975. Regions greatly increase the potential for direct involvement and regional conferences will bring reward right to your door! Tell a friend about AEVH!

Regions will be actively represented on international committees; this is especially true for the Program, Membership, and Legislative Committees. Of course, there will also be regional committees working in these areas. If you would especially like to be active on a certain committee within your region, do get in touch with your regional chairman. In part because the regions are still in the process of establishing their own committees, it is not yet possible to list the names of all the members of the committees at the international level. These names will be published in the near future.

There was some discussion of the importance of quality in service to visually handicapped children and some of the dangers in decentralizing and in dropping categorical lines. AEVH has long certified three levels of teachers and also child care workers; it may be that this certification service is more important now than it ever was since in many settings it is the one well-defined statement of the varying levels of teacher qualification. There was also some discussion of the possible need for AEVH to take a position on other kinds of standards. These topics were also discussed at the meetings of the Certification Committee and of the Long Range Planning Committee, with a general feeling that AEVH should provide clear guides related to quality service to the children for whom we are professionally responsible. You will be hearing more about this as committees become organized and begin to work.

There was, of course, discussion of association finances in this period of inflation. If the above-mentioned membership increase becomes a reality, the AEVH budget should be balanced. That budget, for 1975, appears later in this issue of your bulletin. Some expenses related to regions during the organizational period are relatively temporary; for example, the Policy Committee recommended, and your full Board agreed, that effective July 1, 1975, the six regions shall print their own stationery. Also, after that date, chapters will make their arrangements for stationery through the regions in which they are located.

AEVH members who have done research, or written significant papers of any kind, may in the future count upon the international AEVH conferences as a forum in which to report their work. It was established as policy that FOUNTAINHEAD will publish a "call for papers" in the April and September issues of unevenly numbered years, with the final date for submission of abstracts to be November 15.

A schedule for rotation of biennial conferences was determined, seeking not only to rotate that conference among the six regions but also to plan that rotation so that these international conferences will be available to the largest possible number of AEVH members. You will soon be getting more detailed news about the 1976 conference in Detroit.

Publications in Microfilm: Although you may already be aware of it, we want to remind AEVH members that the *International Journal for the Education of the Blind,* which for so many years was the professional publication provided to AEVH members, can now be obtained in microfilm form. This journal became *Education of the Visually Handicapped* in 1969; if you want back issues of this, they may also be obtained on microfilm.

For further information write directly to: Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, Mich. 48106.

1975 Budget

Regular Account

Income:		
Membership	$51,850	
Investments	3,300	
Chapter Dues	600	
Miscellaneous	500	
		$56,250

Expenditures		
Contract with PRG, Inc.		
Occupancy	3,000	
Personnel	20,000	
Additional Membership	500	$23,500
Office Supplies		700
Equip. & Maintenance		1,300
Printing		1,000
Stationery		2,600
Accountant's fee		500
Travel		
Staff	1,000	
Officers	1,500	2,500
Postage		2,600
Telephone		1,200
Professional Activities		
Publications	8,100	
WCWB	150	
Braille Authority	500	
ICEVH	800	
NAC	100	
Committee Expenses	200	
Workshop Expenses	200	
Miscellaneous	100	10,150
Life Membership Reserve		1,400
Chapter Dues		600
Regional Rebate		8,100
Miscellaneous		100
		$56,250

Publications Account

Income:		
$3 per member	$8,100	
EVH Sales	5,000	
FOUNTAINHEAD Sales	100	
		$13,200

Expenditures		
Editorial Costs		$ 2,400
Printing FH		3,000
Printing EVH		
Print Edition	4,600	
Braille Edition	1,800	6,400
Copyrights		24
Postage & Mailing Permits		600
Miscellaneous		776
		$13,200

INTER-ORGANIZATIONAL RELATIONSHIPS

AEVH works in many ways with a number of other organizations, sometimes seeking information to bring back to you, sometimes representing your concerns and the broad profession of work with visually handicapped children. We would like to tell you about a few of these relationships.

WCWB: The World Council for the Welfare of the Blind is an international organization which provides professional leadership and suggests professional standards in this field throughout the world. It is especially effective as a means of sharing information and experience, and as a recognized consultant to United Nations, World Health Organizations, and many governments.

AEVH President Ferne Roberts was one of the six United States delegates to the meeting of the 5th General Assembly of WCWB in Sao Paulo, Brazil, August 7-16, 1974, and your association is an official member of WCWB. Mrs. Roberts reports it was a very stimulating and informative meeting and thinks you would be interested in a brief statement of some of the resolutions passed by that body:

The Assembly voted strong support to prevention of blindness and especially to a new International Agency for the Prevention of Blindness, noting that most of the world's blindness is preventable and that millions remain needlessly blind for lack of simple surgery and also noting that the accelerating increase in blindness in many countries could double the number of blind people by the end of this century and present problems in education, rehabilitation and welfare beyond the resources of many nations. The Assembly also urged that health services in developing countries be enlarged, especially in countries where large numbers of people are needlessly blind for lack of surgical treatment.

The Assembly reaffirmed that blind people throughout the world have a right to work and urged that, for both social and economical reasons, maximum resources be mobilized in every nation for employment, with supporting services in vocational training and rehabilitation.

The Assembly stated the continuing need of developing countries for funds and supplies, but stated the equal responsibility of recipient countries to keep under review the adequacy of the administration so that donors can be assured that resources will be channelled without duplication into priority needs and into projects for which adequately trained staff is available.

It was urged that in the event of a visually handicapped person not being in a position to earn his living, the State in which he lives should provide an unemployment subsidy or in some other way provide basic economical means for the individual. In many countries there is no such help.

Other resolutions were concerned with utilization of research, mobilization of community resources, work with the deaf-blind, relationships with other handicapped groups, access to written communication, standardization of Braille, the importance of mobility and mobility training, service to persons with low vision, recreation, and the fact that 1975 is the 150th anniversary of the introduction of Braille.

CEC: Your association has a regular member on the Advisory Board of the ERIC Clearinghouse on Handicapped and Gifted Children, a part of CEC information Center. He is Dennis Holmes, Principal of the Virginia School for the Deaf and the Blind. The Advisory Board assists in meeting problems related to ERIC and makes general recommendations for that service.

Office of the Handicapped: This new federal office has just called the meeting of its first advisory committee where AEVH will be represented by your President-Elect, William McConnell, Superintendent of the Virginia School at Hampton.

Hayes Memorial Library: Perkins School for the Blind dedicated a new research library on November 4. It is named in honor of one of the leaders in the development of psychological work with blind children, Dr. Samuel P. Hayes. A major speaker at the dedication was your Executive Secretary who likes to regard herself as one of Dr. Hayes' students although she was never in a formal classroom with him. David Dorr officially represented AEVH at this dedication.

CEC Dedication: The Council for Exceptional Children has a fine new building in Reston, Virginia. At the dedication of this building, one of your Directors, Dr. Madge Leslie, is the AEVH representative.

Florida IMC: At a similar event related to the Florida Instructional Materials Center, the AEVH representative will be W.C. Davis, Principal of the Florida School for the Blind.

AFB: Your President, Ferne Roberts, has been elected to the Board of Directors of the American Foundation for the Blind.

AAWB: Your Executive Secretary received the Mid-Atlantic Regional Award at the regional meeting of the American Association of Workers for the Blind on October 31.

APH: Finally, many members of AEVH happily participated in the Annual Meeting of the Exofficio Trustees of the American Printing House for the Blind, held in Louisville, Ky., on October 27, 28, and 29. The annual reports of research developments, new publications, and a great variety of instructional materials regularly show the progress of our field.

FILMS

Not Without Sight: This new film uses novel effects to illustrate visual impairments such as tunnel vision, glaucoma, and retinitis pigmentosa. It also describes, with the words of visually impaired persons and through specially conceived animation and live effects, what cataracts, macular degeneration, and diabetic retinopathy do to vision. *Not Without Sight* is 16mm, color, is 19½ minutes long, and costs $120 to purchase and $19 to rent. Available from the Public Education Division, American Foundation for the Blind, 15 W. 16th Street, New York, N.Y. 10011.

Out of Left Field: This film deals with the problems and possible solutions for initiating programs to integrate blind and visually impaired youths into sighted community recreational and social activities. The film was produced during a series of workshops conducted by AFB to explore integration and it is felt that it can result in more positive attitudes although it does not claim to be the only or complete answer. *Out of Left Field* is 16mm, color, 6½ minutes in length. Rental fee is $1.50 per screening. A handling fee of $4.50 is charged for each shipment. Please submit a written request to AFB at least three weeks prior to designated show date.

Meeting the Challenge: The Seeing Eye has completed a new documentary film intended primarily as an aid to medical groups, nursing schools and organizations concerned with the rehabilitation of blind people. It provides a look into the lives of four blind persons, showing how each of them — a homemaker, a husband and wage earner, a retired businessman and a young working girl — has successfully met the challenge. Emphasis is given to the positive approach that sighted people should take in dealing with blindness and especially with a newly blind person. *Meeting the Challenge*, in sound and color, by Harvest Films, is 16mm and runs 28 minutes. For further information contact The Seeing Eye, Office of Public Information, Suite 1912, 1 Rockefeller Plaza, New York, N.Y. 10020.

Shelley: This is described as a very special film about a very special child who has been blind since birth. The film follows Shelley from ten months to six years, showing how her parents encouraged her development in the same sequence and at the same rate as a sighted child. It shows her learning to walk, to eat, to play and at kindergarten. It was filmed over a period of five years under the direction of the social worker who counselled the family. Also included is the contrasting story of Julita, another blind child whose parents could not meet her special needs, sadly showing the difference which can result from such failure.

Shelley is 16mm, color and sound, 20 minutes in length. Cost per print is $100. Suitable for showing to professionals as well as parents. Contact Canadian National Institute for the Blind, B.C. — Yukon Division, 350 E. 36th Avenue, Vancouver, B.C. V5W 1C6 Canada.

A GREAT BARGAIN AND A GIFT

Causes of Blindness in Childhood: Although this book was published in 1967, it has only recently come to the attention of your Editor and she is eager to share with you the opportunity to obtain copies at a very much reduced price.

This is a hard-cover volume with a total of 245 pages with a long bibliography and both subject and author indices. It is the record of a remarkably complete study of 776 children attending schools for the blind in England and Wales.

An ophthalmological examination was made for all children, supplemented by a search of the records and a questioning of parents regarding medical history. As necessary, there was extensive correspondence with parents, hospitals and private physicians regarding specific points. Selected children were visited in their homes and in a number of cases neurological and other special studies were made. In many cases, intensive laboratory studies were done so that essentially every possible step was taken correctly to determine every cause contributing to the blindness of these children.

All of this material was carefully analyzed and inter-relationships were studied. The major content of the book is a detailed report of the results of these analyses related to the following causes of blindness: choroido-retinal degenerations, retinoblastoma, pseudoglioma and congenital or infantile retinal detachment, optic atrophy, congenital and infantile cataracts, myopia and childhood retinal detachment, lesions of the cornea, coloboma, microphthalmos, and anophthalmos, aniridia, buphthalmos, and blindness related to other malformations. Closing chapters discuss prenatally acquired blindness, perinatally acquired blindness, especially retrolental fibroplasia, and postnatally acquired blindness.

In United States, this book was published by Johns Hopkins University Press and I read between the lines that it has not sold very well. This is amazing since the book was described as "a major contribution to the study of human blindness" by the *American Journal of Ophthalmology* and while your Editor does not claim to be a critic of medical writing, she is extremely impressed by this publication. I would think it a "must" for the library of any school or agency and a valuable addition to the private library. Perhaps one problem has been the cost of the book which regularly is $12.00.

However, the Marketing Manager of Johns Hopkins University Press has offered to sell a quantity of the books to AEVH for a quarter of the regular price. To do this, AEVH must place the quantity order, the books will be shipped in carton to the central office, and we accept the responsibility for packing them individually and mailing to each of you who want a copy or copies.

If you do want to acquire this fine book, please send your order with a check in the amount of $3.25 for each book ordered to the central office of AEVH. Please make the checks out to AEVH. Your order must be in Philadelphia office no later than January 15. We will then send the combined order to Johns Hopkins and sometime in February your book should reach you.

Available Upon Request: EXPECTATIONS, the annual anthology for blind children, published in Braille, Grade II, by Braille Institute of America, in Los Angeles, is now available to blind children in grades three through six across the United States.

This year's volume contains seven complete books, including "Too Many Rabbits" by Peggy Parish, "And Then What Happened, Paul Revere?" by Jean Fritz, "Otter In The Cove" by Miska Miles, "If I Were A Cricket" by Kazu Mizumura, "Run

Little Monkeys! Run, Run, Run!" by Juliet Kepes, "Little Toot On The Mississippi" by Hardie Gramatsky and "Seashore Story" by Taro Yashima. Also included are chapters from "The Adventures of Rattlesnake Ralph," "The Witch of Fourth Street" and "Me And Willie And Pa."

This edition also contains an announcement concerning a National Creative Writing Contest for blind children, and features original material contributed by five nationally known authors — Sonia Levitin, Patricia Beatty, Julia Cunningham, Aileen Fisher and Ethel Jacobson.

For the first time, embossed pictures will be inserted at the beginning of different stories. Each picture will be highlighted in primary colors so that children who still retain color perception may enjoy them. Also included is a page of "microfragrance" labels, which tests the blind child's ability to identify familiar scents.

EXPECTATIONS is available free of charge to any blind child, parents of blind children or any library or organization serving the blind. Requests should be addressed to Betty Kalagian, Braille Institute of America, 741 N. Vermont Ave., Los Angeles, Calif. 90029.

ANY OLD BRAILLE BOOKS?

A letter from Dr. Arthur Lown, who is now with the Summer Institute of Linguistics in the Philippines, asks if you will help alleviate the serious lack of braille books there by sending either of the following:

(1) Almost any braille textbook or other literature which is still usable and which is being discarded by your school. The Philippine National School for the Blind could make use of almost any basic material you could share in this way.

(2) Any thermoformed pages which you no longer need. It is possible to debraille these by placing them without a master in the thermoform machine, thus reversing the usual thermoform process. In view of the extremely limited budget upon which the Philippine National Printing House for the Blind must work, this used braillon would be very helpful to them.

Please mail either of the above materials, postage free, to: Philippine National Printing House for the Blind, Department of Education and Culture, Arroceros, Manila, Phil. To ease the material through customs, please mark the package "Donation to Philippine Printing House for the Blind." Thank you!

Typing Instruction: Although this study was completed in 1973, the printed report has only rather recently come to our desk. Faborn Etier, at the University of Texas, studied the effectiveness of electronically paced typewriting instruction for blind students through an eight-phase program. Electronically paced audio tapes in 45-minute modules were prepared for teaching the alphabetic typewriter keyboard, for syllables, for skill development, for teaching the numbers (or top row of keys), and all of these were evaluated. Effectiveness of electronically paced typewriting instruction for blind students was compared with the effectiveness of conventional methods, and finally an instructor's manual was written for the use of teachers.

The latest advances in learning technology and tutorial devices are incorporated. A kinesthetic approach to learning means that the student *feels* the letter to be learned or typed, *hears* the letter called, and *strikes* the letter or key upon the command, "type."

This publication presents the entire instructor's manual so every lesson is available in full detail.

In the conclusions, Etier states that electronically paced instructional materials bring a worthwhile contribution to the education of blind students because good typing skills, with accuracy, can be achieved in a shorter period of time and these skills, in turn, enhance the blind student's chances of becoming employed. The program provides individualized instruction which permits each student to advance at his own pace. At the same time, the teacher can be freed to meet individual problems as they occur, to observe and to counsel.

Visual Reading and Braille Reading: This little publication is described as the culmination of 35 years of work by the author, Dr. T. Kusajima, a medical doctor and a retired professor at Tokyo University. He made comparative tests to discover the similarities and the differences between visual and tactual reading. It was learned "that although visual reading is characterized by pausing and tactual reading by movement, they are functionally similar: both require performance of the dual task of discerning distinctive features and of integrating the differentiations into a totality of meaning." On a more mechanical level, the number and duration of eye pauses in visual reading is comparable with the direction and extent of finger movement in tactual reading.

Almost as interesting as the findings themselves are the ingenious methods used by Dr. Kusajima to measure so minutely the visual and tactual reading skills. His subjects were a total of 164 students, both boys and girls, ten to 23 years of age, totally blind and partially seeing.

Kusajima, T. *Visual Reading and Braille Reading: An Experimental Investigation of the Physiology and Psychology of Visual and Tactual Reading.* Leslie L. Clark and Zofja S. Jastrzembska, Editors. American Foundation for the Blind, New York. 1974.

Sex Education Programs: This very timely topic was given a complete issue of *The New Outlook for the Blind* in May, 1974. The lead article, "Do Blind Children Need Sex Education?" was written by Dr. Emerson Foulke and Thomas Uhde. It is a preliminary report of a study of interviews with 21 students about sources of sex education, sex-related words, sources of advice about sexual problems, and the students' beliefs and attitudes about certain aspects of sexuality.

The authors point out how difficult it is for blind children to learn about the world around them and in the area of sex knowledge the usual difficulties which grow out of blindness itself are multiplied by the attitudes of families, teachers, houseparents, and society itself. As a result, these 21 students were often misinformed, and sometimes their notions are bizarre.

Dr. Geraldine Scholl in a second article discusses the psychosocial effects of blindness and how each of these must be considered in the planning of a program of sex education. Among these are the extent of the visual impairment, the presence of additional disabilities, the nature of the child's home and school environments, and his general ability level; also the effects of blindness upon that child's physical, mental and emotional development. Dr. Scholl points out that these, and many other variables, make each blind person unique; some effort must be made to fit programs of sex education to these very varied and individual needs.

In a third article, Dr. David S. Torbett, of the Family Enrichment Center in Denver, points out how society's attitudes further limit the learning opportunities of blind children where sex is concerned. The need for use of touch in the learning process makes sex education far different for blind than for sighted children. Parents and teachers are often made anxious by the very idea of teaching anything about sex and when the method of learning must be tactual, their anxieties are greatly intensified. Dr. Torbett recommends in-service training and special workshops for the staff of all institutions for the blind, probably incorporating sensitivity sessions and encounter experiences. He also feels that the teacher-training institutions should introduce human sexual behavior courses, sensitivity sessions, and encounter experiences into their requirements.

Derek L. Burleson of the Sex Information and Education Council of the U.S. writes on starting a sex education program and provides some guidelines for the administrator. He feels that it is very important for the institution which is planning a program to have good local leadership, probably in the form of an advisory committee which might be composed of some parents, of physicians, nurses, clergy, and youth workers. Nor should this be a hidden program; publicity through local newspapers, newsletters, and other public relations methods should inform the community. Specialized training should be offered to every staff member who could in any way be involved but the decision about who will actually teach the material is a key decision. Qualifications relate more to personality than to academic background.

Dr. Burleson's more general article is adapted to the problems of the residential school by Ruth V. Holmes, a teacher at the Illinois Braille and Sight Saving School. She, too, points out the need for careful planning and the importance of meeting individual needs. She reports that seven years of such a program in a residential setting have produced observed profitable results. Of great value are discussions of family models and family relationships; content must include both the physiological and the psychological.

The June issue of *The New Outlook* carries a final article on this topic by Mary Lou Karpen and Lee Ann Lipke who report upon sex education as part of a summer workshop for visually impaired youth. This program was a response to the expressed interests of the students and included the physical, emotional, and social aspects of sexual maturation. However, it also included grooming and hygiene, use of cosmetics, and discussions of drug use and abuse. The teaching methods were varied and included a great deal of participation by the students which intensified their personal growth, their ability to express themselves, and their individual sense of responsibility. Teachers would probably find this article especially helpful because it includes content guidelines for each class throughout a four week period. The authors point out that the ultimate goal of such a program is to help youngsters cross the bridge from childhood to adulthood. In this sense, sex education is an essential step toward the youngsters' reaching their full growth potential.

The EEGs of Blind Persons: This is the English edition of a book published in Russia in 1967. It reports an attempt to measure, using quantitative methods, the effects of sensory impairment, particularly loss of or lack of vision, on a large groups of both humans and animals by use of the electroencephalogram. Part One examines the special characteristics of the electrical activity of brains of blind, visually impaired, deaf, and deaf-blind persons. Part Two examines the possibilities of using the EEG in diagnosis of functional and organic impairments of the central nervous system. Part Three reports studies of animals under various experimental conditions.

Novikova, L.A. *Blindness and the Electrical Activity of the Brain: Electroencephalographic Studies of the Effects of Visual Impairment.* Zofja S. Jastrzembska, Ed. American Foundation for the Blind, 15 W. 16th Street, New York, N.Y. 10011 Price $5.75.

PUBLICATIONS

Oral-Aural Communications: This little volume is a teacher's manual which grew out of the author's work at the Michigan Rehabilitation Center for the Blind during 1972 and 1973.

It briefly discusses and defines the area of oral-aural communication as "the oral output and aural input of meanings exchanged between individuals through a common system of symbols." The author feels that such communication is the necessary basis of all social orientation and that it has been given too little attention in most education and rehabilitation settings.

He then lists the basic equipment needed for a course in OAC and provides an outline for the course. This includes listening skills, speaking skills, use of radio, telephone, talking book machines, cassette machines, open-reel tape recorders, and such special skills as note taking and use of compressed speech. Finally, he lists sources of materials, including libraries, tape recording agencies, and the national organizations which produce sound materials.

The book is brief (although some details are added through an appendix) and the author frankly states that he does not "have all the answers," but blank pages have been provided so that each teacher-user can add material and personalize the manual for use with his own students.

Leavitt, Glenn S. *Oral-Aural Communications: A Teacher's Manual.* Charles C Thomas, Springfield, Illinois. 1974. Price $8.00.

Rehabilitation Practices: This book provides a broad overview of the rehabilitation scene and could be a good resource for educators who want to know more about what happens to their students, what services or aids are available for their students, after graduation or other leaving of school. The book consists of sixteen chapters, each written by an expert in the content field.

The first two chapters are rather general with the fundamental concepts and terms, a short history, and a summary review of the rehabilitation system in United States written by William Gellman, and a very challenging chapter on the human rights of handicapped people by Edith F. Lynton.

There follow thirteen chapters on special areas of disability. That on "The Blind and Visually Impaired" is written by Douglas C. MacFarland, that on "The Deaf-Blind" by Harry J. Spar. Finally a rather brief chapter covers rehabilitation on the international scene.

Although chapter content naturally varies somewhat with different authors, all include at least some descriptive material concerning the disability, demographic material related to the special population, a brief history of rehabilitation practice related to that disability, a discussion of special needs and methods of meeting those needs, and a review of relevant legislation. Excellent bibliographies are also typical.

Garrett, James F., and Levine, Edna S. (Eds.) *Rehabilitation Practices with the Physically Disabled.* New York, Columbia University Press. 1973.

Blind Pre-School: Under this title, Billie M. Taylor provides a revised edition of her manual for parents and educators. Mrs. Taylor is a teacher at the Colorado School for the Deaf and the Blind and is the mother of a blind daughter.

She opens her little volume with a discussion of the two basic needs of all children — to love and to be loved — and how these needs relate to the development of a blind child. She emphasizes the individuality of children, the fact that the child's adjustment grows out of his environment and how he is treated by those around him. She urges keeping the blind child active and interested in normal activities and lists for parents some of the specific skills in daily living which can be developed in each successive year of the child's life, up to the sixth year. She urges social experience, friends and companionship for the child, argues for acceptance of the child's blindness and against overprotection.

Some sections of the book have been written by certain specialists at the Colorado School, such as the orientation and mobility instructor. However, most of the content seems to have been taken from the school's in-service training program. An effort has been made to provide practical suggestions and to use relatively non-technical language which might readily be understood by parents.

Published by Industrial Printers of Colorado, Inc., 4923 Northpark Drive, Colorado Springs, Colorado 80907. Price $3.95.

Making Mobility Maps: With the development of thermoform and other materials which simplify the tactual representation of space has come a much greater and more sophisticated effort to provide maps for blind travelers.

In the teaching of social studies, teachers have long used embossed maps of varying complexity and a few (but only a few) blind children have learned a great deal from them. Most rehabilitation facilities have used tactual material to familiarize their students with the grounds and surroundings of the facility but usually these tactual maps were large and cumbersome although at times aesthetically interesting. Hand-made, and with imaginative use of a variety of materials, the tactual discriminations required by such maps were usually well within the capacities of the rehabilitation student.

The Thermoform process raised the hope that mobility maps could be small and light and inexpensive enough for everyone to possess his own, but it soon became clear that map making is more a science than an art — and it was a science about which little was known in relation to blindness.

Several books and publications on this subject have now appeared, one of the latest and most interesting being the work of two students of architecture at MIT. The book describes their goals, methods, and the theoretical basis of their work. However, to many readers, the most rewarding section of the book will be a series of records of conversations with blind students and specialists in the Greater Boston area. "The range of these conversations is indicative of how closely many of the specifics of cartography .... are related to other issues affecting a broad interdisciplinary spectrum, including fields such as environmental planning, mobility instruction, spatial orientology, perceptual psychology, rehabilitation training, and architectural design." If the book does not solve all the problems of producing mobility maps, it certainly provides some thoughtful insights and challenging suggestions.

Kidwell, Ann M., and Greer, Peter S. *Sites Perception and the Nonvisual Experience.* American Foundation for the Blind, 15 West 16th Street, New York, N.Y. Price $5.95.

Classification in Congenitally Blind Children: This study, done by L.C. Higgins in Australia, evaluated the effects of blindness upon certain aspects of mental development. The basis of the study is Piaget's theory of intelligence as it relates to the child's ability to classify and its results largely support Piaget's views. Of particular interest to the educator are the following conclusions:

"In line with prediction, the blind children participating in this study answered correctly significantly more class inclusion questions relating to concrete content than logically comparable questions involving abstract content. ...A typical 'concrete' question required the subject to reason about objects and classes experienced directly: the 'abstract' questions involved classes known to blind children via language (i.e., symbolically), but perceptually meaningless for them. ... blind subjects ... did not display a developmental lag that could be attributed to a delay in the formation of intellectual structures. Their apparent shortcomings were found to originate in the limitations of tactile perception.

"...The fact that blind subjects failed to exhibit a developmental lag in attainment of classificatory logic is evidence enough to suggest that the condition of total congenital blindness *per se* is not sufficient to produce a delay in the formation of the intellectual structures underlying classification ... Deficiencies ... appeared to be of perceptual (figurative) and symbolic rather than intellectual (operative) origin. This finding, though of restricted applicability in itself, calls attention to the need for educators and researchers to see the relationship between blindness and cognitive functioning in multi-dimensional terms."

Higgins, Leslie C. Classification in Congenitally Blind Children. AFB Research Series, 25. American Foundation for the Blind, New York, 1973. Price $2.00.

Visually Impaired Mental Retardate: Now available in a single publication are the major papers presented at a conference held at Hissom Memorial Center, a very modern custodial and educational facility for the mentally retarded, which also serves the visually impaired.

The first paper, by Dr. H. Michal-Smith, Associate Director of the Mental Retardation Institute of New York Medical College, provides a brief history of attitudes toward both mentally retarded and blind persons, some comments on a special psychology of blindness, and recognition of how great the learning problem is when both mental retardation and blindness are present. Especially well done is a discussion of assessment vs. testing; Dr. Michal-Smith emphasizes the need to consider far more than simple test results, the need to include the individual's behavior in all kinds of life settings. On the other hand, the paper is disappointing in its implication that testing need be limited to measures of general mental ability such as the Hayes Binet, the Wechsler scales, the Haptic Intelligence Scale, or the adapted Kohs block tests. For the severely mentally retarded blind child, much simpler tests and observations are necessary and can be done with enough structure to be very valuable.

Fortunately, a paper by Cathy Groves, a supervising teacher at the Child Study Center in Oklahoma City, deals rather well with assessment of the preschool child. She wisely states: "The real critical data comes from the day-to-day contact, observation, structured activities, and sensory input for the child." This is supplemented by specific questions and kinds of observations which are helpful. Finally, the program at the Child Study Center is described.

Concerning the education of the VIMR, two practical papers are provided by Dr. Gerard Bensberg, Director of the Research and Training Center for the Mentally Retarded at Texas Tech University, and Dr. John J. Barnes, Director of Orange Grove Center at Chattanooga, Tennessee. Equipment, activities, structured observations, and suggestions enrich these papers. Robert Grayson of the Texas Commission for the Blind describes the role of rehabilitation in the life of the VIMR. As has been true in certain other states, Texas has had a special program to reach its blind and mentally retarded, including outreach into state hospitals and state schools. Procedures and a report on the success of the project close this paper.

Conference Proceedings: Services to the Visually Impaired Mental Retardate. Oklahoma Public Welfare Commission. Available through The Clearing House, Rehabilitation Counselor Training Program, Oklahoma State University, Stillwater, Oklahoma.

Physical Education and Recreation for the Visually Handicapped: From the many requests for information on this topic received by your central office, it would seem that this little volume is much needed and long overdue. It is written by Dr. Charles Buell, long a physical education teacher at the California School, an earnest proponent of physical education and recreation for blind and sighted children together, and for many years AEVH workshop leader and still editor of our *Physical Education Bulletin.*

Very wisely, Dr. Buell first attacks the problems of attitude, the overprotectiveness and exclusion, from which so many blind children suffer almost more than they do from blindness itself. He gives many examples of blind people succeeding with physical education activities which most people would regard as impossible for a blind person, and points out that both parents and teachers contribute to limiting the horizons of blind children. Briefly he discusses what blindness is and how blind children are educated.

However, most of the content is specific to physical education, starting with evaluation and physical fitness. For certain activities, he provides adjusted norms for blind and partially seeing boys and girls. Special equipment and teaching methods are detailed with emphasis upon the rather simple adjustments necessary in order to include visually handicapped children in activity programs. A final chapter on recreation describes leisure activities which might be of interest to agencies, recreation personnel, neighborhoods, and families. An annotated bibliography helpfully closes the publication. What a great way for Dr.

Buell to celebrate his recent retirement!

Buell, Charles E. *Physical Education and Recreation for the Visually Handicapped.* American Association for Health, Physical Education, and Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Price $2.95.

Movement Without Sight: The author, Dr. Laura E. Kratz, a Professor of Physical Education at Bowling Green State University in Ohio, has long been a recognized leader in the adaptation of all kinds of movement experiences for blind children and youth. Although physical education in the typical sense may be the center of movement activities, the book emphasizes the fact that blind people need both grace and independence in many kinds of movement and they gain body mastery from relaxation, play, dance, mobility, and even work as well as from formal physical education.

Dr. Kratz shows that ease and freedom of movement contribute much to the child's psychological development, his view of himself in relation to others, his confidence in his own ability. Movement also affects social relationships, control of the environment and understanding of how that environment functions, learning ability, medical and health history, and physical safety itself. To most people around the blind child, his posture and locomotion are more obvious than his physical fitness but in many ways these go together.

The book contains quite detailed instruction on exercises and activities to develop everything from the very important ability to relax to relatively difficult stunts and recreational and sports activities which will serve the individual throughout his life. The role of the teacher and her problems in class management are also treated in a realistic and supportive way. Finally, methods for evaluation and testing are presented.

This appears to be a rich resource for teachers of physical education, for recreation directors, and similar school personnel. However, much of it would be valuable to every teacher and especially so at the elementary school level. Parents would also find it useful, perhaps as much in shaping their attitudes of acceptance and encouragement for their visually handicapped children as in promoting actual family activities. The book closes with a considerable bibliography.

Kratz, Laura Elizabeth. *Movement Without Sight.* Peek Publications, Box 11065, Palo Alto, CA 94306. Price $4.50.

Research Bulletin 27: Twice each year, the American Foundation for the Blind publishes a group of papers and reports on a great variety of research topics in the field of blindness. The papers are usually excellent, although often very technical. Usually only a small number, and sometimes none, relate to children and their education. However, in the April 1974 issue, there are several papers which might be very useful to the educator.

One such paper is "Tactual Orientation Performance of Blind Children in Different Grade Levels" by Edward P. Berlá of the American Printing House for the Blind. The concern addressed here is spatial orientation, especially as defects in orientation affect use of maps in mobility. The subjects were 72 braille readers of both sexes enrolled in schools for the blind, eighteen from each of grades two, four, six, and eight. The materials used were three sets of metric figures, designed to present three levels of complexity.

"Each subject was told that he would be presented with a shape on a round wheel and that he had to inspect the shape and remember its location. The experimenter turned the wheel around and asked the subject to return the shape to its original position."

The results show that even at the 8th grade level, an average of 30° of error was present. "It is apparent that the difficulty blind children have in directional orientation is a pervasive one which extends even to such simple tasks as the one used here. Since errors decreased steadily over grade levels, it would appear that performance could be improved considerably with training." So we must not drop our pre-mobility work with younger children or mobility itself at the appropriate age.

In this same general field of mobility, another paper by James and Gill studies learning and retention of raised symbols on mobility maps. "Most of the children showed a high degree of familiarity with the features and landmarks to be associated with the tactual symbols . . . These observations confirm the necessity for development of rudimentary environmental concepts before or as part of a mobility program utilizing tactual maps .... The majority of children tested on the pseudomap were able to plan and follow a simple route from the zebra crossing to the entrance of the building, indicating that they understood the significance and interrelationships of the tactual symbols they had learned."

In another paper, Dennis E. Kelleher reviews the literature on "Educational Background and Considerations of Low Vision Aids." This is a rather wide-ranging paper which loosely pulls together some of the psychological and educational considerations which are of importance to the use of visual aids.

Another paper by Jennifer C.F. Peel considers the "Psychological Aspects of Long Cane Orientation Training," a critical examination of the standard teaching method and five specific areas of weakness in that method. The author concludes that: "The major problems associated with the standard long cane training scheme appear to be these: (1) The emphasis on teaching long cane handling together with orientation from a very early stage generally causes an overloading of the learner's capacity to cope and attend. As a result, he will selectively attend to things other than cane handling. (2) In the indoor environment, with its smooth surfaces, the trainee appears to learn a technique that is inappropriate to outdoor travel. Transfer between the two environments and techniques is difficult. (3) There is a general paucity of feedback regarding cane handling, most feedback being given in the form of words which are difficult to relate to the task's intrinsic feedback and do not draw the client's attention to it."

An alternative scheme was devised which will be discussed in future papers.

Research Bulletin 27 presents the Abstract, Background and Review of Literature of Dean W. Tuttle's doctoral dissertation, "A Comparison of Three Reading Media for the Blind: Braille, Normal Recording, and Compressed Speech." He concludes that there is no difference in comprehension among the three reading media but "braille took almost twice as long as reading by listening to normal recording and almost three times as long as reading by listening to compressed speech."

Research Bulletin 27. American Foundation for the Blind, 16 W. 16th

Street, New York, N.Y. 10011. Price $1.50.

I.C.E.V.H: In the summer of 1972 a number of members of AEVH traveled to Madrid, Spain, to attend the Fifth Quinquennial Conference of the International Council of Educators of Blind Youth (ICEBY). Incidentally, at that conference the organization changed its name so that "Blind Youth" has been replaced by "Visually Handicapped" and this is now ICEVH.

Most of the papers presented at that international conference have now been printed, along with some record of the business transacted there in a very attractive volume of proceedings. All of the authors are persons of international renown and the papers are therefore of outstanding completeness and quality.

First there are reports from the various research centers, then a series of presentations on the following topics: The New Math, Programmed Learning, Open Education Programmes, Education for Life in the Community, Occupational Training and Placement, Embossed Diagrams, Maps and Sketches, Teaching Esperanto to Blind and Partially Sighted, and "Border Lines: Problems of the Visually Handicapped in the Area between the Blind and the Partially Sighted."

If you want to broaden your horizons and get the thinking of people from other parts of the world, this book is highly recommended. You will find that outstanding work is being done in many parts of the world, that new ideas and methods are being tried, and genuine gains are being made.

Distribution of the book is being handled by the Spanish National Organization of the Blind, Jose Ortega Y Gasset, 18, Madrid-6, Spain. I regret that I cannot tell you the price.

NEWS FROM THE REGIONS

We do not yet have formal reports from all the regions since three held their first board meetings too recently to have mailed in reports as this issue of FOUNTAINHEAD must go to press

Three of the regions have definitely planned their regional meetings:

Middle Atlantic — Wilmington, Delaware, September 26-27, 1975

North Central — Madison Hilton Hotel, Madison, Wisconsin, June 18-20, 1975

South Central — Camelot Inn, Little Rock, Arkansas, August 7-9, 1975

We will be glad to publish more details as they are received!

COURSES IN THE FIELD OF EDUCATION OF THE VISUALLY HANDICAPPED

Once again we are making an attempt to list the colleges and universities in the United States that we know that offer courses relating to education of the deaf-blind as well as the visually handicapped. Wherever the university has provided the information for us, we indicate whether courses are at the undergraduate or graduate level and whether financial aid is available. Each listing also provides the name of the person to whom interested students should write for more information.

Colleges are listed alphabetically, by state, with the following code:

*	Traineeships, scholarships or financial assistance available
U	Undergraduate
GM	Graduate—Master's level
GD	Graduate—Doctoral level

ALABAMA

Talladega College

Visually Handicapped & Deaf-Blind

Contact: John L. Parrish, Director
Rehab. Services, Ed. Program.
Talladega College
Talladega, Ala. 35160

Summer 1975: U (under consideration)
Academic year: 1975-1976 U*

ARIZONA

University of Arizona

Visually Handicapped

Contact: Dr. Richard R. Champion
Dept. of Special Ed.
College of Ed.
Un. of Arizona
Tucson, Ariz. 85721

Summer 1975: U GM
Academic year: 1975-1976 GM*

CALIFORNIA

California State University, Los Angeles

Visually Handicapped

Contact: Dr. Rose-Marie Swallow, Assoc. Prof.
Dept. of Special Ed.
Calif. State Un., Los Angeles
5151 State Un.
Los Angeles, Ca. 90032

Academic year 1975-1976: M*

Deaf-Blind

Contact: Anne Galloway, Asst. Prof.
Same as above.

San Francisco State College

Contact: Prof. Georgie Lee Abel

CALIFORNIA

California State University, Los Angeles

Visually Handicapped

Contact: Dr. Rose-Marie Swallow, Assoc. Prof.
Dept. of Special Ed.
Calif. State Un., Los Angeles
5151 State Un.
Los Angeles, Ca. 90032

Academic year 1975-1976: M*

Deaf-Blind

Contact: Anne Galloway, Asst. Prof.
Same as above.

San Francisco State College

Contact: Prof. Georgie Lee Abel
Prof. of Ed.
Dept. of Special Ed.
San Francisco State College
1600 Holloway Ave.
San Francisco, Ca. 94132

Summer 1975: GM
Academic year 1975-1976: GM GD*

COLORADO

University of Northern Colorado

Visually Handicapped

Contact: Dr. Dean W. Tuttle
Asst. Prof. of Special Ed.
Un. of No. Colo.
Greeley, Colo. 80631

Summer 1975:*
Academic year 1975-1976:*

FLORIDA

Florida State University

Visually Handicapped

Contact: Dr. Gideon R. Jones, Coord., Visual Disabilities
Ed. for Special Needs
916 West Park
Fla. State Un.
Tallahassee, Fla. 32306

Summer 1975: U GM*
Academic year 1975-1976: U GM*

Multihandicapped-Blind

Contact: Same as above
Academic year 1975-1976: U

ILLINOIS

Illinois State University

Visually Handicapped

Contact: Dr. Evelyn Rex
Fairchild Hall 312
Illinois State Un.
Normal, Ill. 61761

Summer 1975: U GM*
Academic year: U GM*

Northern Illinois University

Visually Handicapped

Contact: Dr. Larry Hapeman, Coord.
Programs for Visually Handicapped
Graham Hall
Northern Illinois Un.
DeKalb, Ill. 60115

Summer 1975: U GM (* may be available)
Academic year 1975-1976 U GM (* may be available)

MASSACHUSETTS

Boston College

Visually Handicapped

Contact: Ouida Fae Morris, Coord.
Program for Visually Handicapped
Div. of Special Ed.
Boston College
Chestnut Hill, Ma. 02167

Summer 1975: GM *
Academic year 1975-1976: GM *

Deaf-Blind

Contact Mr. Lawrence Campbell, Coord.
Deaf-Blind Program
Same as above

Summer 1975: U GM *
Academic year 1975-1976: U GM *

MICHIGAN

Eastern Michigan University

Visually Handicapped

Contact: Dr. Larry Geffen
Dept. of Special Ed.
Eastern Mich. Un.
Ypsilanti, Mich. 48197

Summer 1975: U GM
Academic year 1975-1976: U GM *

Michigan State University

Visually Handicapped

Contact: Mrs. Lou Alonso, Coord.
Programs for Ed. of Visually Impaired and Deaf-Blind Children
115-F Erickson Hall
Michigan State Un.
East Lansing, Mich. 48824

Summer 1975: U GM
Academic year 1975-1976: U GM GD *

Deaf-Blind

Contact: same as above

Summer 1975: U GM
Academic year 1975-1976: U GM GD (* GM & GD only)

Wayne State University

Visually Handicapped

Contact: Dr. Kenneth Hanninen
Div. of Teacher Ed.
College of Ed.
Wayne State Un.
Detroit, Mich. 48201

Summer 1975: U GM GD
Academic Year 1975-1976: U GM GD

Western Michigan University

Visually Handicapped

Contact: Professor Donald Blasch
Dept. of Blind Rehab.
Western Mich. Un.
Kalamazoo, Mich. 49001

Academic year 1975-1976: GM *

NEW JERSEY

Jersey City State College

Contact: Dept. of Special Ed.
Jersey City State College
2039 Kennedy Blvd.
Jersey City, N.J. 07305

NEW YORK

Dominican College

Visually Handicapped

Contact: Sister Mary McCormick, O.P.
Director of Special Ed.
Dominican College
Western Highway
Blauvelt, N.Y. 10913

Summer 1975: U *
Academic year 1975-1976: U *

Hunter College

Visually Handicapped

Contact: Ferne K. Roberts, Professor
Program in Special Ed.
Hunter College
466 Lexington Ave.
New York, N.Y. 10017

Academic year 1975-1976: GM

Teachers College, Columbia University

Visually Handicapped & Deaf-Blind

Contact: Professor Robert A. Bowers
Box 32, Teachers College, Columbia Un.
New York, N.Y. 10027

Summer 1975: GM GD *
Academic year 1975-1976: GM GD *

OHIO

Ohio State University

Visually Handicapped

Contact: Dr. Richard G. Umsted, Coord.
Visually Handicapped
1945 N. High St.
356 Arps Hall
Ohio State Un.
Columbus, Ohio 43210

Summer 1975: U GM GD
Academic year 1975-1976: U GM GD *

OREGON

Pacific University

Contact: Pacific Un.
Forest Grove, Ore. 97116

Portland State University

Visually Handicapped & Deaf-Blind

Contact: Ms. Madge Leslie, Prof. of Ed.
Special Ed. Dept.
Portland State Un.
Portland, Oregon 97207

Summer 1975: U GM *
Academic year 1975-1976: U GM *

PENNSYLVANIA

Kutztown State College

Visually Handicapped

Contact: Dr. Robert Buckalew, Chairman
Dept. of Special Ed.
Kutztown State College
Kutztown, Pa. 19530

Summer 1975: U
Academic year 1975-1976 (* Pa. residents only)

University of Pittsburgh

Visually Handicapped

Contact: Dr. Ralph L. Peabody
Dept. of Special Ed. & Rehab.
Un. of Pittsburgh
160 N. Craig
Pittsburgh, Pa. 15212

Academic year 1975-1976: GM *

Temple University

Visually Handicapped

Contact: Dr. P.E. Tait
Dept. of Special Ed.
Ritter Hall, Temple Un.
Philadelphia, Pa. 19112

Summer 1975: GM GD *
Academic year 1975-1976: GM GD *

SOUTH CAROLINA

University of South Carolina

Visually Handicapped & Deaf-Blind

Contact: Dr. Arthur I. Weiss
Program for Exceptional Children
College of Ed., Un. of S.C.
Columbia, S.C. 29208

Summer 1975: (VH only) U GM
Academic year 1975-1976 U GM *

SOUTH DAKOTA

Northern State College

Visually Handicapped

Contact: Dr. Irwin I. Kuske
Director of Special Ed.
Northern State College
Aberdeen, S.D. 57401

Summer 1975: U GM
Academic year 1975-1976: U GM

TENNESSEE

George Peabody College

Visually Handicapped

Contact: Dr. Randall Harley, Assoc. Prof.
Box 326, George Peabody College
Nashville, Tenn. 37203

Summer 1975: U GM GD
Academic year 1975-1976: U GM GD *

Deaf-Blind

Contact: Dr. Stanley Bourgeault, Assoc. Prof.
Same as above

Summer 1975: GM GD *
Academic year 1975-1976: GM GD

TEXAS

University of Houston

Visually Handicapped

Contact: Coord. of Special Ed.
Un. of Houston
3810 Cullen Blvd.
Houston, Tx. 77004

The University of Texas at Austin

Visually Handicapped & Deaf-Blind

Contact: Dr. Natalie Barraga, Prof.
Coord., Visually Handicapped
Special Ed. Dept.
The Un. of Texas, Sutton Hall 213
Austin, Tx. 78712

Summer 1975: U GM GD
Academic year 1975-1976: U GM GD *

UTAH

Brigham Young University

Visually Handicapped

Contact: Dr. John M. Crandell, Jr.
Coord., Programs for Preparation of Teachers of the Visually Handicapped
225 College Hall, Lower Campus
Brigham Young Un.
Provo, Utah 84602

Summer 1975: U GM GD
Academic year 1975-1976: U GM GD *

VIRGINIA

Old Dominion University

Visually Handicapped

Contact: Div. for the Visually Impaired
School of Ed.
Old Dominion Un.
Norfolk, Va. 23508

University of Virginia

Visually Handicapped

Contact: Dr. Don L. Walker, Coord.
Visually Impaired Program
Dept. of Special Ed., Room 152
School of Ed. Bldg.
Un. of Va.
Charlottesville, Va. 22903

Summer 1975: GM GD *
Academic year 1975-1976: GM GD *

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FOUNTAINHEAD

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Our Cover: Winter is fun!

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AEVH NEWS

A Call for Membership: We realize that those who read this item are already members of AEVH for 1975 and we want to thank you for promptly paying your dues and making it possible for the central office to handle the transfer from 1974 records in the most efficient way. Your professional concern and involvement promise well for the future of work with visually handicapped children.

How about going one step farther? Try to involve a friend. AEVH needs a constantly growing membership just to keep up with the ever increasing costs of running the association. Even though the 1975 budget was held to a bare minimum, each region needs about fifty members more than in 1974. Please tell those who work around you about AEVH, bring them into active, participating membership.

However, it is not just because AEVH needs the financial support of new members that we urge each of you to try to bring a friend into the association. The biggest reason is because AEVH offers the one place, in many localities, where professional concern centers in the visually handicapped child and the needs of those who work with that child. Many resource room teachers and almost all itinerant teachers must work under circumstances which provide almost no stimulation, almost no sharing of experiences, which is specific to problems of visual impairment. And those problems are different! Many states and many individual school systems are "mainstreaming," reducing categorical specialization. For visually handicapped children, the values of mainstreaming are very dubious. The problems resulting from learning disabilities and the problems resulting from poor vision are *not* the same and if the same remedies are applied to both, the results will be disastrous. If teachers and other educators are to find the strength to cope with this, that strength is most likely to be found within AEVH.

The setting of standards for methods, materials, and overall handling of visually handicapped children must, more than ever, be the responsibility of AEVH. We need all the strength possible to meet this challenge!

News from the Central Office: A major activity since the last issue of this bulletin has been producing and mailing *Selected Papers — 1974.* Perhaps our members would like to know more about this process.

Let us start with the fact that it is policy for AEVH to produce a major publication every two years, based upon papers selected from among the tremendous amount of fine professional material presented at the biennial conference of that year. In a way, the planning of this publication begins with the planning of the program of that conference. In 1974, the theme of the conference was "Equal Educational Opportunity for all the Visually Handicapped;" that theme becomes the natural title of the publication. The major sections of the publication are automatically blocked out as the program committee decides upon topics for the general and concurrent sessions.

When the Program Committee enlists the participation of speakers for the conference, it is customary to mention the potential for publication and it is generally understood that the right to publish a given paper belongs, first, to AEVH; that is, it should be offered to some other publication only if it is deemed inappropriate for *Selected Papers.*

After a member of the Program Committee has contacted a possible speaker and received his promise of participation, the central office sends to that speaker a form notice which requests biographical information and which again informs the speaker that we would like a written paper which would automatically be considered for publication. However, some speakers do not wish to write a formal paper; also, some speakers use so much visual material in their conference presentation that it would be quite difficult to get the message across in words alone. Therefore, it is quite possible that our members might remember hearing an excellent presentation at the conference, yet not find that material in *Selected Papers.*

We ask — indeed, we beg — speakers to have their papers ready to leave with us at the time of the conference. When they fail to do that, the central office makes at least one effort, either by letter or by telephone, to get them to submit a paper. Of all submitted papers from general or concurrent sessions, three copies are made.

Meanwhile, the AEVH Publications Board has been alerted to their responsibilities in this matter. At times in the past, all members of the Publications Board have reviewed all submitted papers; in 1974, it was decided slightly to streamline this so the Publications Board members divided into two groups of three and each reviewed half of the papers.

Therefore, as soon as all papers are in and the three copies have been made, the central office sends to each review team the papers for which it is responsible and by early September each review team has made its evaluation of the individual papers to be printed. An effort is made to assign a given paper to the team whose members are, professionally, best qualified to evaluate it. The grounds for evaluation vary somewhat but the major standard is whether the particular paper represents a new and original contribution, and the potential significance of that contribution to our field.

After the final selection of those papers which are to be included, the remaining work is merely that of printing and mailing but even that requires a lot of time and effort. The papers must be typed in "perfect copy" to fit the page size of the publication; this requires a very specialized typist and at least two proofreadings. The printer then makes and binds the printed copy and cartons and cartons and cartons of them are delivered to the AEVH office!

Meanwhile, office staff has addressed the mailing envelopes, one for every AEVH member of that particular year plus one for any nonmembers who registered at the conference. It is the conference registration fee which largely pays the cost of printing and mailing the publication.

When the printed copies are delivered, office staff begins to stuff the addressed envelopes and they must be tied in packets according to zip code, in compliance with Post Office regulations. Groups of packets must also be fastened into Post Office bags in accordance with those rather complex regulations.

Finally *Selected Papers — 1974* started on its way to the post office. Since they are third class mail, postal authorities will not pick them up and our only way to get them to the post office is in the back of the Executive Secretary's car. Since they are bulky and very heavy, six trips to the post office were necessary this year. Postage alone cost more than one hundred dollars. In getting them in and out of the back of her car, your Executive Secretary handled more than 1300 pounds of mail bags!

We therefore earnestly hope that you have found *Selected Papers — 1974* a valuable publication, as a record of the 1974 Biennial Conference if you were in San Francisco, and as an important addition to your professional library in any case.

Publications on Psychological Testing: Through a planning meeting last November and subsequent correspondence your Executive Secretary has been very happily involved in development of an issue of *New Outlook for the Blind* which will be concerned with psychological testing and evaluation, especially as it relates to persons who are not of school age. It is anticipated that a companion issue of *Education of the Visually Handicapped* will present articles on evaluation of the school-age child. The target dates for these two special issues, which may eventually be bound into a single book, are September and October of 1975. As yet, not all of the authors and articles have been finally determined; we hope to be able to tell you more about this by the next issue of this bulletin.

Other Activities of your Secretary: Your Executive Secretary is also directing a special project on the use of work samples with blind persons. This is supported by a special grant from the Rehabilitation Services Administration, HEW and consists of three phases:

(1) Through a brief questionnaire, an effort has been made to contact and elicit response from all agencies or schools which currently use work samples as part of their vocational evaluation and planning. One school has

responded but we assume that students from many schools may be involved through their state agencies and rehabilitation centers. The work sample has become an increasingly important vocational evaluation tool as more and more of our clients and students are multiply handicapped. Standard psychological tests, largely verbal in nature, often fall short of measuring the full potential of these persons who may be limited in verbal expression, brain damaged, hearing impaired, etc.

The response to these questionnaires show that work samples are being used with a large number of blind persons and that thousands of client-hours per year are being spent in this type of pre-vocational activity.

A review of the literature on work samples has also been completed and summarized. This literature contains little which relates specifically to evaluation of blind persons but it does provide a basis for adapting work samples now being used with sighted persons and helps us to understand the problems which may arise in their use.

(2) During the last week in February, representatives of about thirty agencies which are now using work samples with blind clients will be brought together in a small conference in New Orleans. The major purpose of this conference is to give opportunity for communication and sharing of experience to those who have experience in work sample evaluation with blind clients. It is of course hoped that this sharing will result in everyone being able to do a better job and perhaps new refinements of this important evaluation technique can be developed.

(3) Finally, the results of the questionnaire, the literature search, and the deliberations of the conference will be brought together in a publication through which all of this can be shared, nationwide. We will keep you in touch with further developments and let you know when the publication is available.

Your Secretary is also involved currently in the development of two conferences on aging and blindness. We presume that this is of less interest to most of you who are working with school-age children but if any of you want more information, contact your central office.

NEWS FROM THE REGIONS

For the Regions in General: Quarterly checks have gone to some of the regions but please remember that this is a two-way street. Quarterly reports must be received by the central office before checks for members signed up within that quarter can be mailed out. We *want* to communicate with you — won't you communicate with us?

From what we hear, most of the regional conferences are well along in the planning. We hope that each of you has already marked the dates of your particular conference on your personal and professional calendars. Plan to attend yourself, of course; but how about reviewing the planned program and seeing if you can use it in other ways, too. If you are a supervisor or an administrator, can you use this conference as in-service training? If you are a teacher educator, can the conference become part of your teaching program or a recommended means of enriching the experience of your students? Or can you plan family activities around the trip to the conference city? For professional growth or for fun, AEVH Regional Conferences are good business!

North Central Region: This region is carrying a very special burden because, long before there were any AEVH regions, the city of Detroit was chosen as the site of the 1976 International Conference and arrangements were made with the Detroit Hilton Hotel. Because of a change in hotel management and some other concerns related to the city, there is some question of whether it is appropriate to continue with that plan. However, if another Conference site is to be found a move in that direction must be made immediately. All members of AEVH should be grateful for the concern and efforts shown by the officers of the North Central Region. As soon as there is more definite information about these matters, all will be informed through this bulletin.

At the November meeting of the North-Central Region Board of Directors, Mr. Francis Hetherington resigned as Chairman-Elect of that Region. In view of the fact that there is now some question whether Detroit will be the location of the 1976 Conference, the committee delayed filling the vacated position in the belief that it would be desirable to have the Chairman-Elect from the proximity of the Conference site.

South Central Region: With two additional years to work on the matter, this region is under less pressure than is North Central Region, but it faces some of the same responsibilities for the 1978 AEVH International Conference is scheduled to occur within the South Central Region. The Regional Board recommends that the site of the International Conference be: first choice, Denver, Colorado; second choice, Oklahoma City, Oklahoma. Again an early decision is important since hotel space tends to be booked years ahead. We will let you all know as soon as a decision is reached.

The Regional Board has chosen Little Rock, Arkansas for their 1975 Regional Conference with the host hotel the Camelot Inn. The dates of the Conference are August 7, 8, and 9, and the Host Committee is the Arkansas School for the Blind with Dr. Max Woolly, Committee Chairman.

In a forward-looking mood, the Board also determined that regional conferences shall rotate among the states of the South Central Region in alphabetical order following 1977; in that year, the convention will be in Alabama.

On September 16, 1974, Mr. Daniel Kopecky resigned as Chairman-Elect of the South Central Region. In accordance with the constitutional provisions, Mr. R.M. Casey, Principal of the Oklahoma School for the Blind, was elected to assume the position of Regional Chairman-Elect, effective November 15, 1974. Mr. Gary Coker assumed the chairmanship of the Program Committee upon the resignation of Mr. Kopecky.

REPORT OF THE GUIDANCE WORKSHOP

The Chairman for the Workshop was Nan Dempsey, Supervisor, New Jersey Commission for the Blind. Since neither the co-chairman nor the recorder elected at Miami Beach could be present, Shirley Ebert, South Carolina Commission for the Blind, generously served as Co-Chairman, and Janet Hewlin, San Luis Obispo County, CA, as Recorder.

The first session was concerned with establishing a conceptual framework with which to view Career Education. It was agreed that Career Education and Vocational Education are not synonymous, and that Vocational Education is a part of Career Education. Career Education is a thread which should be woven into the entire curriculum from kindergarten through high school graduation. Mr. Norman Reimer, Principal of Overbrook School for the Blind, described the nature of the American

Work Ethic as well as technological and economic factors facing the labor market today. He stressed the need for a good general education as the basis for all career education. Mr. Harvey E. Wolfe, Specialist in Career Education for American Foundation for the Blind, traced the history of Career Education, its present status, as well as future plans and needs. It was agreed that of the three components of Career Education, the phase of career awareness has not received sufficient attention.

The second session dealt with specific Career Education programs currently in successful operation. Panelists included Mr. Thomas Ryan, Sacramento Society for the Blind, Mrs. Ruth Gilchrist, Oak Hill School for the Blind, Mr. Isaac Clayton, Maryland School for the Blind, Mr. Herbert Angus, Florida School for the Blind and Mr. Charles P. Varsolona, Arizona School for the Blind. Each panelist described the program of his or her school. Although each had unique features, all made provision for daily living skills, career information, orientation and mobility, and some kind of "hands-on" experience.

The third session centered around the values of a paid work experience for adolescents. Mr. Claude Ellis, Perkins School for the Blind, described in detail the entire career education program with emphasis on employment, both on and off campus. Mrs. Nan Dempsey described the Developmental Summer Experience Program of the New Jersey Commission for the Blind which provides paid summer work experience in local community agencies, businesses, camps and resort hotels.

At the business meeting, new officers were elected as follows: Charles P. Varsolona, Arizona School for the Blind, Chairman; Leonard Ogburn, Arkansas School for the Blind, Co-Chairman; and Nan Dempsey, New Jersey Commission for the Blind, Recorder. It is hoped that the interest begun here will continue in the regions during the next two years.

Nan Dempsey

REPORT OF THE BUSINESS EDUCATION WORKSHOP

The Workshop was well attended by business education people from across the USA and Canada. Barbara Jackson, Director of Admissions at the American Vocational Schools in Los Angeles, opened the session as Keynote Speaker on June 24th. Her topic centered on what type of job assignments should and should not be given to the blind typist in an office, a question to which she brought excellent background. The American Vocational Schools in Los Angeles have placed over 500 blind and visually handicapped people in office positions in California.

On Tuesday there was a panel discussion relating to a total commitment to job placement with the following panelists: D. Gary Coker, Principal, Tennessee School for the Blind; Samuel J. Kalow, Manager of Marketing Programs, IBM; Howard Bergherm, Vocational Supervisor, Foundation for the Junior Blind; and Gertrude E. Musier, Field Contact Manager, Office Products Division, IBM. The panel had a standing-room-only audience because many principals and supervisors joined the workshop. Mr. Kalow brought the audience up to date on word processing and showed, by way of an excellent color-slide lecture, how it has replaced the typing pool in larger companies across the country. Sam Kalow, a seasoned and popular speaker, gave the crowd specific instructions on how the business education teacher and private industry could get together and do a better job in finding work opportunities for the blind typist.

Mr. Coker got lots of support from his audience when he pointed out that the business teacher must continue to be involved in finding work opportunities for his students and suggested that teachers join local clubs such as the Lions and the Rotary to keep in touch with their business community. The crowd-pleasing speaker thought that some of these business managers might even be found on the golf course.

On Wednesday, Mary Lou Foster introduced the "Singing Keyboard," a new method for teaching the keyboard that enables anyone to learn to type quickly and easily. There was lots of feedback from the audience and everyone apparently liked the new approach. Mary Lou is the business education teacher at the Western Pennsylvania School for the Blind in Pittsburgh.

The group felt that, in D. Gary Coker's words, "there is one purpose for vocational education and that is turning out graduates who can perform effectively on the job ..." They suggested that more time be given to learning exactly what type of work assignments a blind typist is expected to do in an office and then after making that discovery, change curriculums to meet that need.

It is possible that we might have put on the program at the Sheraton Palace without my co-chairman, James Dunbar, but I don't see how. Jim is the Business Education Teacher at the Overbrook School for the Blind in Philadelphia and will be serving as the new Business Education Chairman. I want to extend my best thanks to everyone, across the USA, who helped me pull together my program for San Francisco. You are a grand group of people and it was a genuine pleasure for me to be part of your Business Education Workshop in California.

J. O'Hara Bell, New York Institute for the Education of the Blind

MEETINGS AND CONFERENCES

California Transcribers and Educators: While your editor realizes that this is not a national conference available to most of our members, some of the ideas here represented seem so good we thought some of you might find a report of the conference plans useful as you think through what you want to do in some of your own meetings.

The Sixteenth Annual Conference of California Transcribers and Educators of the Visually Handicapped will be held at the Sacramento Inn, Sacramento, California on March 13-15. The theme of the conference has been developed from the initial letters of the association's name: "Come to Test, and Exchange Valued Hypotheses" for educating visually handicapped children and youth.

Forty-one workshops will deal in depth with 26 special education topics. "Some workshops will emphasize communication skills using the braille codes, adapted materials for partially-seeing students, low vision aids, and aural media. New techniques and formats for producing materials in special media will be presented. Other workshops will explore services to multi-handicapped and deaf-blind students, as well as to college students. Methodologies for teaching daily living skills, academic subject areas, rapid braille reading, and mobility instruction will be examined, as well as techniques for developing work experience, and career planning programs."

In addition, the workshop committee has arranged a San Francisco

State University extension course through which participants may earn 1 semester credit by attending three workshops related to the improvement of reading efficiency in Braille and print. For this a tuition fee of $28 is charged in addition to conference registration.

If any of our readers would like a copy of the complete program along with the names of workshop leaders who are authorities in their very varied fields, I feel sure CTEVH would be willing to share it with you. Please write directly to Mrs. Louise Fuqua, 2352 Maryal Drive, Sacramento, CA 95825.

Behavior Modification Workshops: We have received the following notice for publication so late that the first of the meetings will have occurred before this issue reaches our members. However, we wish to let you know that "Intensive Behavior Modification Workshops" will be held as follows:

Philadelphia, February 23—26, 1975
Atlanta, March 12—15
New York, March 26—29
Cleveland, April 9—12
Boston, May 7—10

For further information, contact: Behavior Modification Technology, P.O. Box 597, Libertyville, Ill. 60048. 312-367-0606

American Montessori Society: The 1975 AMS Seminar will be held June 19 — 21, at Snow Mountain Ranch, Granby, Colorado (80 miles west of Denver). The list of outstanding speakers includes John Belssington, John Bremer, Daniel Jordan, and Sylvia Richardson. On June 17-18 there will be pre-sessions for teachers concentrating on art, music, movement and the environment. On June 18, and repeated on June 21, Celma and Desmond Perry will conduct a workshop for parents.

The registration fee is $60.00 with separate additional fees for the pre-sessions. The room rate for singles, including meals, is $19.00 per day.

For further information write to: American Montessori Society 1975 Seminar, 3440 Longwood Avenue, Boulder, Colo. 80303.

National Braille Association: The 13th National Conference of the National Braille Association, Inc. will be held at the Marc Plaza Hotel in Milwaukee, Wisconsin on May 5 — 8, 1975. The NBA brings together volunteer and professional workers for the blind especially interested in the production of Braille materials. It was organized in 1945 to act as a clearing house for the exchange of ideas and suggestions about producing Braille and now has about 3000 members.

For further information about the conference, please write directly to: Linda M. Horton, Milwaukee Public Library, 814 W. Wisconsin Avenue, Milwaukee, WI 53233.

Physical Education Workshop: The Florida School for the Blind will host a physical education workshop on March 3rd and 4th, 1975. The main purpose of the workshop is to acquaint all physical education teachers with the latest methods of instructing visually impaired students. Principle consultant to the workshop is Dr. Charles Buell, established leader in the field of physical education for the visually impaired. Also serving as consultant will be Beedee Soskin, Recreational Specialist from the Special Education Department, DeKalb County, Georgia. There is no registration fee. For additional information contact Marvin S. Sanford, Workshop Coordinator, Florida School for the Deaf and the Blind, St. Augustine, Florida 32084.

International Reading Association: The 20th Annual Convention of this association will be held in New York

City, May 13-16, 1975. Research findings, practical teaching techniques, new materials for teaching and approaches to problems in reading will be among the many broad areas to be covered in large general sessions, smaller symposia, and small workshop groups. Speakers will include Norman Cousins, President of *Saturday Review/World,* and Jose Aruego, author and illustrator of children's books. Information on convention activities and preregistration materials are available from IRA, 800 Barksdale Road, Newark, Delaware 19711.

CEC: The Annual Convention of the Council for Exceptional Children will occur April 20 through 26, at the Biltmore and Los Angeles Hilton Hotels in Los Angeles, California. In over 200 professional meetings the Council will provide a comprehensive and varied program for the 10,000 persons expected to attend. The list of specific topics related to special education includes administration, behavioral disorders, communication disorders, early childhood education, gifted, instructional materials, international relations, learning disabilities, legislation, mental retardation, physically handicapped, homebound, hospitalized, research, and teacher education. Special features include a continuous Film Theatre, an exhibit show, classroom demonstrations, and tours of special education facilities in the Los Angeles area.

The opening general session is scheduled for Wednesday at 10:00 A.M. with Art Linkletter as the main speaker.

The Division for the Visually Handicapped is planning special meetings to preceed the Wednesday opening of the full convention. We regret that the full program of those meetings is not yet available to us.

For further information about the conference, write directly to Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091.

AAWB: The Biennial Convention of the American Association of Workers for the Blind will be held in the Sheraton-Biltmore Hotel, Atlanta, Ga, July 20-23, 1975. Program is still being developed but we hope to be able to provide more details by the next issue of this bulletin.

PERSONNEL

In Georgia: Itinerant teacher for blind visually impaired children needed for school year 1975-76, Carrollton Public Schools, P.O. Box 740, Carrollton, Georgia 30117. Telephone 404-832-9633. Please contact Hugh Maddon, Administrative Assistant.

In Illinois: Blind Rehabilitation Teacher: The Department of Special Education at Northern Illinois University is in the process of recruiting an AAWB certified Blind Rehabilitation Teacher with a masters degree and three years experience in Blind Rehabilitation Teaching to coordinate and teach courses in Home Teaching at the graduate level. This position carries a rank of Assistant Professor with a competitive salary. Interested persons should contact Larry Hapeman, Ph.D., Coordinator of Programs for the Visually Handicapped, Department of Special Education, Northern Illinois University, DeKalb, IL 60115.

In North Carolina: A coordinator for instruction of the visually impaired is being sought for a new program to assist blind and visually impaired students in obtaining technical or vocational education. Requirements: (1) College graduate, (2) able to operate or be trained to operate specialized equipment used in training of blind students, (3) have sufficient visual acuity to read hand-written material. Preference will be given to a person experienced in teaching or working with blind persons, with knowledge of programmed instructional materials and of Braille, and able to type. Position includes supervision of skills lab, in-service training of other faculty to work with blind students, transcription of material into Braille, large print or tapes, acting as liaison between faculty and visually impaired students.

Apply to Dr. E.B. Bright, Dean of Instruction, Pitt Technical Institute, P.O. Drawer 7007, Greenville, N.C. 27834.

Teacher of Art Available: Graduated Wilkes College December 1974, B.A. degree in Fine Arts and Education along with certification to teach art. Summer experience as camp art director for the N.Y. Association for the Blind at Camp River Light; worked with elderly blind people. Willing to relocate and to take further special education study. Contact Carol J. Reich, 4 Split Tree Drive, New Windsor, N.Y. 12550.

History Teacher Available: B.S. Berea College, Kentucky; M.A. in History, University of Kentucky, Lexington. Also considerable training and experience in various office skills. Some experience as a rehabilitation teacher. Reads and writes Braille. Legally blind, married, no children. For further information contact Gene F. Larman, Barclay Square Apts. H200, 1600 Garrett Road, Upper Darby, Pa. 19082.

Teacher Available: Graduated from Siena College, 1973, with Bachelor of Arts in History Education. Graduate from State University of New York at Albany, 1974, with Masters of Arts in Advanced Classroom Training in Social Studies. Especially interested in teaching visually handicapped on the basis of his personal experience and a variety of volunteer activities relevant to the education or rehabilitation of visually handicapped persons, especially youth.

Contact Philip J. Marino, 279 Main Street, Hudson Falls, N.Y. 12839. Telephone: 518-474-7019.

Teacher or Housemother Available: Elementary Teacher's Certificate 1961 and Bachelor of Science in Education, both Southeastern College, 1963. Certificate in Special Education Teaching of Visually Impaired, Philippine Normal College 1972. Married, Filipino citizenship. Elementary teacher 1961-1970; Teacher for Blind 1971 to present. Contact Gaudelia C. Millena, F. Buenaventura Street, San Dionisio, Paranaque, Rizal, Philippines 3128.

Changes at American Foundation for the Blind: Loyal Eugene Apple of Palo Alto, California, has become Executive Director of the American Foundation for the Blind, effective January 1975. He succeeds M. Robert Barnett who has retired after serving in that position for twenty-five years.

We shall miss Mr. Barnett under whose leadership there were a number of cooperative relationships between AEVH and AFB. Probably the most notable of these cooperative efforts were the Career Days which brought career information to large numbers of visually handicapped youth a few years ago; unfortunately, funding for career days has not been available in the last several years.

Mr. Barnett has also retired as director of American Foundation for Overseas Blind. In that position he is succeeded by Harold G. Roberts, husband of our AEVH President, Ferne Roberts, and himself President-Elect of AAWB.

Since 1967, Mr. Apple was director of the Western Blind Rehabilitation Center of the U.S. Veterans Administration Hospital in Palo Alto. From 1960 to 1967 he was chief of the

Central Blind Rehabilitation Section at the Veterans Administration Hospital, Hines, Illinois. Previously he had been field representative and later director of the national field service program of the Blinded Veterans Association. Mr. Apple was born in Oklahoma and graduated from William Jewell College in Missouri. His postgraduate studies included work at Southern Baptist Theological Seminary in Louisville, at Western Michigan University in Kalamazoo, and at the College of Notre Dame, Belmont, California. He was blinded in a training accident while serving with the U.S. Army in November 1955.

In Memoriam: Robert S. Bray, from 1957 to 1972 chief of the Division for the Visually and Physically Handicapped of the Library of Congress, died at his home in Florida on November 26, 1974. Mr. Bray had long been a good friend of visually handicapped children and their teachers and many of our members will recall his stirring Keynote Address at the AEVH 51st Biennial Conference in Miami Beach. Although his illness had already compelled his retirement in late 1972, we did occasionally see or hear from him and every contact was valuable. We shall miss him.

A One Hundredth Anniversary: It also seems appropriate to mention the one hundredth anniversary of the birth of Jessie Royer Greaves, founder of the Royer-Greaves School for Blind in Paoli, Pennsylvania. For many years, Dr. Greaves was almost alone in her belief that retarded blind children were capable of profiting from instruction and that many were capable of fitting into the lives of their families and communities. In the past few years Dr. Greaves' belief in the potential of these multihandicapped children has come to be shared by many, has been recognized by laws and regulations and by the courts. Obviously she was a woman far ahead of her times!

DEAF-BLIND

New President for Hadley: On February 1, 1975 Dr. Richard Kinney became President of the Hadley School for the Blind in Winnetka, Illinois, succeeding Donald Wing Hathaway who became President Emeritus.

Formerly Executive Director of the internationally known correspondence school which tutors blind persons through Braille and recordings, Dr. Kinney is believed to be the first deaf-blind educator to assume leadership responsibility as President of a major organization in service to the handicapped. He has been blind since childhood and deaf since youth. He was the third American (there are now seven) to earn a college degree in spite of this double disability, graduating summa cum laude from Mt. Union College, Alliance, Ohio in 1954, at which time he joined the faculty of the Hadley School. He is an author, a lecturer, currently Chairman of the Committee on Services to the Deaf-Blind of the World Council for the Welfare of the Blind, and has received a variety of honors and citations.

Dr. Kinney has said, "Challenges are what we live by when we are living at our best. Our challenge in special education is to reach the unhandicapped mind behind the handicapped senses. To know is more important than to see. To understand is more important than to hear."

Deaf-Blind Use the Optacon: In January of 1972, Telesensory Systems, Inc. became involved in the training of deaf-blind users of the Optacon. Since that time, TSI has trained five deaf-blind Optacon readers. In undertaking their training, communication is the major difficulty. A number of methods can be used such as teletouch, Tadoma, finger spelling, braille, and sign language. However, because of the difficulty in communication, training requires much more time and effort on the part of the teacher and the student. If the student has useful speech, this is of great help in establishing feedback during training.

From available reports, deaf-blind users find the Optacon an important tool for interaction in daily living and in job-related activities. A recent TSI newsletter actually names several workers and one student who are finding the Optacon very helpful in work and/or study.

A Report from England: In this country, many states have in recent years made efforts to search out blind and deaf-blind children who might previously have been assigned to institutions for the mentally retarded because their sensory deficits were not understood. Your Editor feels that you might be interested in the results of a similar search made in 1971 in England and Wales.

The survey was made by the National Association for Deaf/Blind and Rubella Children which is an organization of parents and professional workers concerned with this type of child. They wrote to all mental hospitals in England and Wales which provide for the care of children, 71 hospitals in all. From 18 no reply was received while 19 hospitals did respond but stated that they had no children of the type described. However, 34 hospitals reported 94 deaf/blind or Rubella children under 20 years of age and 68 blind or deaf children with other handicaps. None of these children was receiving special training as a deaf/blind child.

Representatives of the Association then visited eleven of the hospitals and saw about 50 of the children. Detailed analysis of 25 of these children is reported. Only two of these had any communication, only four could feed themselves or were toilet trained. Very severe mental handicaps did appear to be present and the visitors thought that only six of the children showed any immediate response that might indicate some potential to function at a higher level. "Although . . . most of the children are functioning at an extremely low level, the most difficult question to answer is whether this is due to severe mental handicap, to lack of stimulation, to visual and hearing handicaps, or to a combination of these and other factors . . . However, the experience of two hospitals is of relevance. Lea Hospital, Bromsgrove, is now well known for its experimental unit for deaf/blind children which has been open for a number of years. Here they have observed measurable improvement in a number of severely handicapped deaf/blind children who were receiving teaching. A hospital in the St. Albans area has experimented with 'up-grading' a ward with some deaf/blind children. This involved providing more staffing setting up a ward training programme for each child. The results after 3 months were impressive, all the deaf/blind children being able to walk and help to feed themselves . . . It seems, then, that some of the deaf/blind children, despite their many handicaps, can improve with special help, but it is alarming to think that so many of the children are receiving no education at all."

The study concludes that the greatest need for the children is communication, some way to gain enough information so that they may anticipate actions and know what is required of them. However, there is also discussion of the different toys needed by these children and the need for planned teaching in social and self-care skills.

The article concludes with a discussion of three possible ways to meet the needs of the deaf/blind children: (1) A handbook of suggestions for their care and teaching would enable present staff to be more helpful "but help would almost certainly be needed in the initial interpretation and demonstration of the suggestions (perhaps a short course for teachers and a film)." (2) Many felt that a visiting specialist teacher would be of help. "The traditional dangers of being considered the specialist will be familiar to peripatetic teachers of the deaf. It is easy for the staff to say 'Oh, his teacher comes on Friday.' This problem becomes more acute when dealing with nurses working on shifts and rotas and with a teacher covering a large geographical area." (3) At least for some of the children with more promise, the most favored suggestions seems to have been the establishment of three or four regional units within as many hospitals. Such units would of course be staffed by persons with special training.

The article closes with the following perceptive comment: "One other problem should be mentioned. This is that nursing staffs, in the past, generally have been trained to consider their job to be the quick, efficient care of the children — in direct conflict with the teachers' outlook of slowly, carefully helping the children to become as independent as possible. This has already created a situation of great friction in many hospitals. The administration of hospitals are keenly aware of this problem, but it seems only time will sort things out. However, if new units are set up it would be important to have one person supervising all nursing and teaching staff and regular staff meetings between all staff, as the child's 'school' day should be considered as including all his waking hours."

Hills, Jessica, and Best, Tony. Survey of deaf/blind children in mental hospitals in England and Wales. *The Teacher of the Blind,* Vol. LXII, No. 3, Spring 1974.

INFORMATION SERVICE EXPEDITER

During the last week of January your Executive Secretary was privileged to be part of a Task Force which met at Southern Illinois University to discuss the relatively new career of information service expediter. This is a general term which, at the moment, refers chiefly to three jobs within the Internal Revenue Service, the Social Security Administration, and the Federal Civil Service Commission. The jobs are similar in that all involve receiving telephone call inquiries, finding the answer or solving the problem for the inquirer, and relaying the information and/or solution, usually by telephone. However, some ISE's work face-to-face and many maintain records, fill in forms, and write letters.

The first training program for tax payers representatives was begun in 1967 and since that time 132 blind persons have been placed in that job throughout the country. Training for teleservice representative in the Social Security Administration began at about the same date and today 138 visually handicapped individuals are thus employed, and the goal is to place 350 people in this type of position. The program with the Civil Service Commission did not begin until December 1972 and at this time only 20 persons have been trained and placed in that program.

However, the potential for employment on jobs of this general type seems almost limitless. Many other federal, state and local government units could use this type of worker and the potential for adaptation of the job to private business and industry promises to employ just about all the visually handicapped persons who are competent and interested in this kind of work.

Consequently, schools should be very aware of the kinds of skills which are needed. Many of the jobs require no more than high school but they do require good Braille, typing, spelling and arithmetic, superior ability to understand others and express one's response, and a warm, understanding, patient manner. There is often good potential for advancement and a person whose college background provided some specialization such as law, government, business math, or counseling, might quickly gain more responsibility and a chance to use that training.

A publication will result from the Task Force meeting, hopefully within a few months. Teachers, counselors, and schools who wish to be on the initial mailing list to receive that publication may write now to the AEVH central office simply requesting that their names be placed on that mailing list. Your Executive Secretary will accept responsibility for getting that list into the hands of those who will be sending out the publication.

SKI FOR LIGHT

On February 23, 1975, "Ski for Light" — a cross country skiing event for visually handicapped persons — is scheduled to take place in Breckenridge in Summit County, Colorado.

The purpose of "Ski for Light" is to demonstrate the fact that visually handicapped persons are able to ski and thus enjoy contact with nature.

The idea to arrange "Ski for Light" in Breckenridge comes from Mr. Olav Pedersen, an experienced Norwegian skier who has been living in Breckenridge for the last ten years. Mr. Olav Pedersen has been inspired by the success of Mr. Erling Stordahl in making it possible for visually and otherwise handicapped persons in Norway to enjoy sports and outdoor life.

Mr. Erling Stordahl, himself blind, launched his idea 10 years ago in cooperation with the organizers of the Norwegian Ski Championship, and some of the most prominent ski-champions escorted the blind. The Norwegian Army gave practical assistance by preparing the ski tracks etc. The event, which was named "The Knights Race", became a great success which through television and radio became known nationwide.

Erling Stordahl immediately saw an opportunity to use this event to realize his plan to create a center for sports and physical activities for all categories of handicapped persons, and through a nationwide drive in 1965, which was made possible by the enthusiastic support of the Lions Clubs of Norway and the Norwegian Broadcasting Corporation, 8.5 million Norwegian kroner (approx. $1.6 million) was raised in three days for the purpose of building such a center, which was named Beitostølen Health Sports Center. It is hoped that the event in Breckenridge will lead to the building of such centers also in the United States.

The Norwegian Armed Forces have helped arrange these activities in Norway, and similar assistance from the US Armed Forces has been promised for the event in Breckenridge. Among supporters of the event can be mentioned American Association for Health, Physical Education and Recreation, American

Council for the Blind, Sons of Norway and Lions International. USIA has expressed its interest in the project.

"Ski for Light" in Breckenridge on February 23, 1975, is part of the Norwegian Immigration Sesquicentennial in 1975. Mr. Erling Stordahl, accompanied by a group of Norwegian blind skiers as well as leading Norwegian skiers, has planned to be present, and a Norwegian-American show will be arranged in nearby San Francisco on the evening before "Ski for Light" takes place.

Should this first attempt succeed, "Ski for Light" — in its broader sense — might also become a Norwegian contribution to the US Bicentennial in 1976.

PUBLICATIONS

Social Competency: This is the name of Dr. Mae Davidow's course of study covering social and daily living skills. The book, 81 pages, has just been published and our informant tells us that copies of this first printing may be obtained without charge by simply writing to the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Ky. 40206.

Dr. Davidow has been teacher, consultant, and lecturer in this field for some years and the present publication is a refinement of an earlier book which has been widely used. The new edition reflects the reactions of teachers to the first book, is more sophisticated, is very well set up, and easy to use.

The material is organized in four sections:

1. Personal Appearance — personal grooming and cleanliness, choice and care of clothing, and dealing with problems of posture and mannerisms.
2. Interpersonal Relations — general good manners face-to-face and on the telephone, social attitudes both at school and in public places, and the social skills side of dating and sex.
3. Dining Skills and Table Etiquette — good practice with regard to dining and relating to those around you at home, in school, and in public places.
4. Household Skills and Record Keeping — reviews basic techniques of cleaning and care of the kitchen, bed making and laundering, keeping budgets and records, and hints with regard to identification of clothing and household items.

Davidow, Mae E. *Social Competency.* Louisville, Ky. American Printing House for the Blind, 1974.

Perceived Achievement Questionnaire: Although this is not, in the formal sense, a publication, it seems appropriate to list it following the above book on social development. As part of a Master's thesis done for the Department of Home Economics, University of Nebraska, Mary Adams developed an evaluation tool called the "Perceived Achievement Questionnaire." In fact, it is a rating sheet for specific activities grouped under the following headings: grooming, dressing, eating, home maintenance, clothing maintenance, use of tools and appliances, food preparation, and a miscellaneous section which includes some mobility items, and rather general signs of maturity and responsibility. We are told that the rating sheet has been used successfully with parents, residential and day school teachers, and as a basis for training and counseling with the children rated.

For further information and copies of the questionnaire, write directly to Jerry Regler, Superintendent, Nebraska School for the Visually Handicapped, P.O. Box 1149, Nebraska City, Nebraska 68410.

Mobility Evaluation: Although a variety of individual views have been expressed, especially during the recent decades when mobility has come to the fore, no well-organized theory of mobility has ever gained wide acceptance. As a result, both teaching methods and evaluation have been highly individual and measurement of mobility progress has lacked objectivity.

Leslie Kay, who has been working on development of mobility aids over some years, now presents a study and a series of observations as the basis for nine "laws" of peripatetic mobility. Two laws relate to the traveler's management of his own body, three relate to the traveler's ability to relate to specific guides and objects in his environment, and four relate to his wider perception and use of that environment. Kay states that any aid must increase the blind pedestrian's ability to satisfy the nine laws "and the degree to which this is done should be measurable." In the end, he admits that exact measurement of the last four laws is difficult and he believes this is why significant differences of opinion exist over devices and mobility performance.

"This approach brings together those disciplines which have in the past been thought to express opposing viewpoints, and it could lead to an increase in cooperative research. The suggested laws of mobility may be a means for determining the most appropriate methods for evaluating devices and may lead to objective measurements in an area where subjectivity has been thought to be an essential ingredient in decision-making. A modified approach to the teaching of mobility to blind persons is seen as an inevitable outcome of the theory and more rapid learning seems feasible if the fundamental principles of the theory are applied."

Kay, Leslie. *Toward Objective Mobility Evaluation: Some Thoughts on a Theory.* New York, American Foundation for the Blind, 1974. Price $2.00.

The EEG and Blindness: This English translation of Russian studies published in 1967 testifies to the remarkable ability of the human brain to adapt to, and compensate for, extreme sensory deprivation. The study brings quantitative methods to the measurement of the effects of sensory impairment, especially in the area of vision.

Part One examines the special characteristics of the electrical activity of the brain of persons with impairments of major distance receptors: blind, visually impaired, deaf, and deaf-blind. Part Two discusses the use of EEGs in clinical-physiological studies of children with impairments of various sensory analyzers and examines the possibilities of using the electroencephalographic method in diagnosis of functional and organic impairments in the central nervous systems of blind and deaf persons. Part Three reports studies of the electrical activity of the cortex and subsections of the brain in animals with various distance receptors destroyed.

The author is on the staff of the Institute of Defectology of the Soviet Socialist Republic, Moscow, where this study was performed. Zofja S. Jastrzembska, assistant director of AFB's International Research Information Service, edited the English edition of the book.

Novikova, L.A. *Blindness and the Electrical Activity of the Brain.* New York, American Foundation for the Blind, 1973. Price $5.75.

Classification in Congenitally Blind Children: Under this title, Leslie Higgins presents a neatly conceived and well executed study of the application of Inhelder and Piaget's theory of classification as a facet of mental development. The subjects were 39 congenitally totally blind children aged from 5 to 11 years and three control groups of sighted 7-, 8-, and 9-year-olds. The author concludes:

"Although most of the findings that have emerged relate strictly to the blind children studied, there are two from which general conclusions can be drawn. First, the fact that the blind subjects failed to exhibit a developmental lag in the attainment of classificatory logic is evidence enough to suggest that the condition of total congenital blindness per se is not sufficient to produce a delay in the formation of the intellectual structures underlying classification.

Second, in relation to the same blind subjects, deficiencies in classificatory behavior appeared to be of perceptual (figurative) and symbolic rather than intellectual (operative) origin. This finding, though of restricted applicability in itself, calls attention to the need for educators and researchers to see the relationship between blindness and cognitive functioning in multi-dimensional terms."

Higgins, Leslie C. *Classification in Congenitally Blind Children*. New York, American Foundation for the Blind, Research Series 25. 1973.

Debby: The simplicity of this title, based on the first name of the author, is rather symbolic of the sweet, youthful directness of this little book about the experiences of a young woman who graduated from college less than four years ago. She lost the sight of one eye at the age of eight, then gradually lost the sight of the other eye. The book tells of her experiences in completing public high school, Juniata College, a period of rehabilitation training, and entering her first job as a teacher of braille.

Zook, Deborah. *Debby*. Scottdale, Pa. Herald Press, 1974. Price $3.95.

Through the Rain and Rainbow: This is the biography of Richard Kinney, a deaf-blind man who has functioned as lecturer, poet, and most recently educator. Dr. Kinney is currently Executive Director of the Hadley School for the Blind in Winnetka, Illinois.

Blind at the age of 7 and deaf at 20, Richard Kinney spent his childhood and teenage years adjusting to and overcoming his handicaps. He completed his high school education by taking supplemental courses through Hadley School. With the aid and counsel of Helen Keller and other leaders in work with the blind and deaf-blind, he graduated summa cum laude from Mount Union College in Alliance, Ohio, to become only the third person in history to earn a college degree while deprived of sight and hearing.

This book is a very personal story, full of intimate details about Dr. Kinney, and written by a person who is obviously a great admirer of Dr. Kinney.

Crist, Lyle M. *Through the Rain and Rainbow*. Abingdon Press, 201 Eighth Avenue South, Nashville, Tenn. 37202. Price $5.95.

Directory of Services for Visually Handicapped in Southern California. In the belief that persons outside the state of California might be interested in this publication, the Southern California Chapter of the American Association of Workers for the blind has requested that we let AEVH members know of its availability. The Directory has 55 pages and 71 listings. For each of the organizations listed, the book provides name and address, name of director, office hours, services and a description of those served, and geographical area of service.

Order directly from Mr. Kent Wardell, c/o Department of Special Education, California State University, Los Angeles, CA 90032. Please specify Braille or Inkprint copy. Price $1.00.

MISCELLANEOUS

Project on Human Sexuality: A letter from Ed Osterman tells us that a project titled "Human Sexuality" was recently completed in Vancouver, Washington. The program was devised by four persons from the School for the Deaf and an equal number from the School for the Blind, and is designed to serve all grade level teachers and houseparents. "Content of the program revolves about three general themes as related to human sexual needs, responses, and expectations. The thrust of the program centers on the psychological, social, and physical aspects of human sexuality."

For more information contact Douglas Goodlett, ISD 112, Washington State School for the Blind, P.O. Box 1865, Vancouver, WA 98663.

Occupational Information: The Greater Detroit Society for the Blind has compiled a card catalogue system of information concerning occupations for blind people. Each card contains: common and DOT job title, job description, educational requirements, where training is available, social and psychological factors, special needs and adaptations, employment outlook, prospective employers, working conditions, earnings, and related occupations. Also provided are a list of job titles as they appear by worker traits and an alphabetical cross index of jobs by common title.

Orders may be placed with the Greater Detroit Society for the Blind, 1401 Ash Street, Detroit, Michigan 48208. Price $53.00

Help Smart: Also from the Greater Detroit Society, this is the title of a filmstrip presentation with coordinated cassette tape sound. *Help Smart* was developed primarily for service organizations with the theme of helping the blind to help themselves. The filmstrip is available on a free-loan basis from the Greater Detroit Society, 1401 Ash Street, Detroit, MI 48208. It may be purchased for $30.00. An automatic projector is necessary for showing.

Register of Research: In cooperation with L.L. Clark of the American Foundation for the Blind, the European Register of Research on Visual Impairment is being extended to cover the world research community. This register will not include purely medical research, but it will include research on the causes of blindness, work with extremely low vision patients, sight-restoration and management, and referral of patients who are undergoing deterioration of visual capacity.

Those doing research related to visual impairment are requested to send their names, postal addresses, names of co-workers, and a precis of the nature of their current research projects to: Dr. J.M. Gill, Department of Engineering, University of Warwick, Coventry CV4 7AL, England.

CEC Information Center: Since 1966, the Information Center has provided three ways to get information in our field. First, the Center generates custom computer searches on specialized topics tailored to the needs of the requestor. A basic computer response can include up to 100 citations containing publication date, author, title, a 200 word summary, and information on where to get the complete publication. Second, the Center generates printed topical bibliographies (50 in all) which are updated annually and serve as an overview of a general subject. Third, the Center prints on a quarterly basis *Exceptional Child Education Abstracts*. Since July 1974 a nominal fee has been charged to cover costs for maintaining the information system.

In addition, a Product Planning and Development Unit generates materials, both print and nonprint, for use by classroom teachers, students and others. To generate these materials effectively, to keep ahead of the need, the PPDU at times calls together groups of educators for several days of workshop discussion in a special area.

For further information, publication lists, or specific requests write to CEC Information Services, 1920 Association Drive, Reston, Virginia 22091.

Binaural Sensory Aid: This is an ultrasonic mobility aid incorporated into a pair of spectacles and manufactured in New Zealand, and now presented in this country by Telesensory Systems, Inc.

The device comprises a spectacle frame, into which are built ultrasonic sensors, and a control box which is coupled to the frame by means of a light cable. Miniature earphones in the side arms of the spectacle frame generate audible sounds which are coupled into each ear by either an open type of ear mould, or a simple plastic tube. The presence of correctly fitted open ear moulds or tubes does not produce any significant occlusion of natural hearing. The beam of the device is quite wide and information as to the direction of an object may be obtained from the signals without scanning the head. For the experienced user, the distance and nature of a surface can be recognized from the sounds. The device is a secondary aid, used in conjunction with either a long cane or a guide dog.

Before deciding to obtain the Binaural Sensory Aid, a blind person should take a training course. Instructors are being trained at Western Michigan University to conduct such courses in various agencies across the United States.

Further information can be obtained from Telesensory Systems, Inc., 1889 Page Mill Road, Palo Alto, CA 94304.

FOUNTAINHEAD
AEVH Newsletter
919 Walnut Street, 4th Floor
Philadelphia, Pennsylvania 19103

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FOUNTAINHEAD

April 1975 • No. 81

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Association for Education of the Visually Handicapped
919 Walnut Street, 4th Floor • Philadelphia, Pennsylvania 19107

FOUNTAINHEAD

Number 81 April 1975

Editor: Mary K. Bauman

Publisher: Association for Education of the Visually Handicapped, Inc.
919 Walnut Street, Philadelphia, Pennsylvania, 19107

Issued: Four times yearly, during the months of February, April, September and November.

Subscription: The *FOUNTAINHEAD* is sent to all members of the Association for Education of the Visually Handicapped, Inc. Subscription to this newsletter without membership is available for $4.00 a year.

Second class postage paid at Fort Washington, Pennsylvania.

Our Cover: A unique educational experience was provided for the students in a visually handicapped class at the Sgt. William H. Carney Academy of New Bedford, Mass., in a recent visit to the New Bedford Whaling Museum. Here John C. Oliveira, a student at the school, is shown with the Director of the museum examining a harpoon, one of the many objects on display at the museum.

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AEVH NEWS

CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS

ARKANSAS SCHOOL FOR THE BLIND
Faculty
J.M. Woolly, Supt.
J.E. Chiles, Membership Chairman

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
Faculty
W.S. Davis, Principal, School for the Blind
Herbert D. Angus, Membership Chairman

OKLAHOMA SCHOOL FOR THE BLIND
Faculty
V.R. Carter, Supt. and Membership Chairman

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND
Faculty
David C. Champion, Principal, School for the Blind, and Membership Chairman

Honorable mention goes to the following schools:

ILLINOIS BRAILLE AND SIGHT SAVING SCHOOL
94% Faculty

KANSAS STATE SCHOOL FOR THE VISUALLY HANDICAPPED
95% Faculty

AMERICAN PRINTING HOUSE FOR THE BLIND
LOUISVILLE, KENTUCKY

AUDITOR'S REPORT

Balance Sheets — December 31, 1974

Assets		
General Fund		
Cash		
Checking account	$20,877	
Savings account	18,857	
		$39,734
Furn. and Eq. — Net of deprec.		3,678
Total Assets — General Fund		$43,412
Publication Fund		
Savings account	$ 2,000	
Checking account	8,624	
Total Assets — Publication Fund		10,624
Life Membership Fund		
Savings accounts	$17,700	
Investment — Debenture	13,615	
Total Assets — Life Fund		31,315
Ladies Auxiliary Fund — Savings		1,781
ICEVH Fund — Savings		2,220
Total Assets — All Funds		$89,352
Liabilities and Funds		
Unearned dues	$32,254	
General Fund	11,158	
		$43,412
Publication Fund		10,624
Life Membership Fund		31,315
Ladies Auxiliary Fund		1,781
ICEVH Fund		2,220
		$89,352

Statement of Income and Expenses — 1974

INCOME		
Dues — Net	$39,469	
Investment Income	3,805	
Certification, etc.	447	
From Ladies Auxiliary Fund	—	
Total Income		$43,721
EXPENSES		
Publications	$ 7,242	
Professional admin.	18,159	
Occupancy exp.	2,400	
Travel exp.	1,821	
Postage	1,598	
Other prof. exp.	1,578	
Office exp., staty., ptg.	3,481	
Telephone	915	
Miscellaneous	235	
To ICEVH fund	740	
Total Expenses		38,169
Excess of Income over Expenses		5,552
General fund balance, 1-1		5,606
General Fund — December 31		$11,158

PUBLICATION FUND

INCOME		
From memberships	$ 7,242	
Subscription, etc.	5,279	
Total Income		$12,521
EXPENSES — Production costs		11,315
Excess of Income over Expenses		1,206
Public. fund balance, 1-1		9,418
Balance, December 31		$10,624

A Call for Creativity: At the last meeting of the AEVH Publications Board it was agreed that the current cover of EDUCATION OF THE VISUALLY HANDICAPPED is somewhat staid and that consideration should be given to changing the cover so that it would be more modern in appearance.

Can you suggest a new and interesting cover? If you cannot put your idea into finished artistic form, don't worry about that (although we would be delighted to have a drawing ready for the printer, if you have the necessary skills to do that). Just send in your idea, in as complete form as you can easily manage. Perhaps you can even use designing a new cover as a project for an art class or some extracurricular group, in which case AEVH will provide a prize if the design from your group is chosen. We know there is a lot of talent within AEVH. Let's see how effectively it can be used to make the face of EVH interesting and meaningful.

The Publications Board would also welcome any suggestions you might wish to make toward improvement in the content of EVH. What would make it more interesting and more valuable to you?

Please send designs and suggestions regarding content to your Executive Secretary at the Philadelphia AEVH office, *no later than October 1, 1975.*

Where Are Our Life Members?: In 1970 your Board of Directors authorized the Central Office to print the names of paid in full Life Members in FOUNTAINHEAD if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If after being listed for two consecutive years in FOUNTAINHEAD the Central Office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Meeting of the Board of Directors, October 24, 1970, Louisville, Ky.)

Second Listing

Mary Spivey
1521 Ezra Church Drive, N.W.
Atlanta, Ga. 30314

First Listing

Christina Baugh
3501 Taylor Ave.
Baltimore, Md. 21236

Frances P. Connor
26-26 75th St.
Jackson Heights, N.Y. 11370

Sam Finkelstein
Box 2153
Bayamon, Puerto Rico 00619

Dr. Warren C. Germain
700 Elm Street
Winnetka, Ill. 60093

Lee A. Iverson
Division of Education and Rehabilitation Services
Illinois Dept. of Children and Family Services
524 S. 2nd St.
Springfield, Ill. 62706

Jane C.Y. Li
8939 Satyr Hill Road
Baltimore, Md. 21234

Mary Mercer
1758 West 49th Ave.
Vancouver 13, B.C.
CANADA

Josephine Pace
150 Holcomb St.
Hartford, Conn. 06112

Dr. Helen Travis
10401 Cliff Circle
Tampa, Fla. 33612

Music Scholarship: Several years ago the R.L. Gillette Scholarship was established by the will of R.L. Gillette to provide supplementary funds for female students of music at the college level. The scholarship is offered by the American Foundation for the Blind with the selection of candidates made by AEVH. Information about the scholarship has been mailed to all residential schools, state departments of education and state rehabilitation departments.

If you know a visually handicapped girl who wants to study music in college, she may be able to benefit from the Gillette Scholarship. Please contact Judith James at the AEVH Central Office for additional information. All applications for the 1975-76 school year must be received by the Central Office *no later than June 1, 1975.*

Boards and Committees: One of the most important responsibilities of an AEVH President is the appointment of a number of special and standing committees through which much of the work of the association is carried on. With the development of AEVH regionalization, many of these groups have built-in representation from each region, and it is hoped that through this representation each individual member will feel that he has a very direct way to get his thinking included in the decisions made at committee and board levels. Another way to achieve input to committee deliberations is to write your views to the chairman of whatever committee relates to your immediate concern. To facilitate such communication, we are providing the address of the chairperson of each committee. Do not hesitate to write these people so that your thinking about the work of their committees can directly reach them.

Policy Committee:

William McConnell, Chairman
Virginia School at Hampton
700 Shell Road
Hampton, Va. 23361

David Dorr, Maine
W. Lee Jones, Georgia
Madge Leslie, Oregon
Elinor Long, Pennsylvania
P. Coker Stogner, New Jersey
Richard Umsted, Ohio
Judith James, AEVH Headquarters

Finance Committee:

Leland Sanborn, Chairman
700 Towne Center Drive
Joppa, Md. 21085

W.S. Davis, Florida
James E. Haralson, Indiana
Freda Henderson, Tennessee
Ferne K. Roberts, New York
Mary K. Bauman, AEVH Headquarters

Long Range Planning Committee:

Ferne K. Roberts, Chairman
150 E. 18th Street, 5-R
New York, N.Y. 10003

W. Lee Jones, Georgia
William McConnell, Virginia
P. Coker Stogner, New Jersey
Richard Umsted, Ohio
Jules Coté, New Hampshire
Norman Balot, Delaware
Dennis Holmes, Virginia
Andrew Papineau, Wisconsin
Gary Coker, Tennessee
Dean Tuttle, Colorado

(Note: Board Policy stipulates that the President will appoint one representative from each region to the Long Range Planning Committee. These representatives will serve during the biennium of the President who appointed them. In the 1974-76 biennium, the President wishes to consider the Chairman of each Regional Board as an automatic member of this committee and these are the last six names on the above list. This action is not intended to set a precedent.)

Nominations Committee:

W. Lee Jones, Chairman
Georgia Academy for the Blind
2895 Vineville Avenue
Macon, Georgia 31204

One member from each Region is to be appointed by the Regional Chairman.

Program Committee:

William McConnell, President-Elect, Chairman
Address above

Committee to be appointed by the Chairman.

Membership Committee:

Coker Stogner, First Vice-President, Chairman
631 Summit Avenue
Westfield, N.J. 17090

Membership Chairpersons from each Region will serve under the leadership of the First Vice-President on the National Membership Committee.

Certification Committee:

Dr. Gideon Jones, Chairman
Program for the Visually Handicapped
The Florida State University
Tallahassee, Florida 32306

Patricia Carpenter, Georgia
Larry Geffen, Michigan
Freda Henderson, Tennessee
William Heisler, Massachusetts
Eddie Langdon, Texas

Necrology Committee:

To be appointed.

Legislative Committee:

To be appointed. It is requested that the Chairperson of each Region suggest at least one name to Ferne Roberts for possible appointment. This should be a working committee of people who are genuinely interested in legislation. Members who might be interested in serving should contact the Chairperson of their region with an offer of service.

Resolutions Committee:

To be appointed.

Task Force on Sexuality:

L. Robert Dodge, Chairman
65 Linaria Way
Menlo Park, CA 94025

Carl J. Davis, Massachusetts
Dr. George Gore, Michigan
Dr. Emerson Foulke, Kentucky
Jack R. Hartong, Illinois
Dr. Philip H. Hatlen, California
York Hudgins, Georgia
William McConnell, Virginia
Helen McDaniel, Georgia
Susan Spungin, New York
Judy Whyte, Indiana

Standards Committee:

Dr. Geraldine Scholl, Consultant
1400 Country Club Road
Ann Arbor, Michigan 48105

Dr. Scholl will serve as a special consultant to this committee. Members will be appointed to the Standards Committee in Spring, 1975.

Publications Board:

York Hudgins, Chairman
Georgia Center for Multi-Handicapped
P.O. Box 15739
Atlanta, Georgia 30333

Randall Harley, Tennessee
Marilyn Sorensen, Minnesota
Betty Wommack, Kentucky
Harold Hodges, Kansas

FROM THE REGIONS

The big news from the regions, these days, is preparation for regional meetings. We would like to share at least the general outlines of the earlier regional conferences with all members. Any AEVH member is, of course, most welcome at any regional conference anywhere in the country.

Southeast Regional Conference

Place: Sheraton Biltmore Hotel, Atlanta, Georgia

Theme: **Alternatives for Educating the Visually Handicapped**

Monday, June 16

9:00 A.M. Keynote Address—Max Woolly, Superintendent
Arkansas School for the Blind

1:30 P.M. General Session— Diagnostic & Prescriptive Teaching

3:15 P.M. Concurrent Sessions on Prescriptive Teaching in all of the following areas: Mathematics, Listening Skills, Preschool & Primary, Adaptive Behavior (ADL), Science, Health & Physical Education, Social Studies, and Pre-Vocational subjects.

Tuesday, June 17

10:30 A.M. Concurrent Sessions
- Teaching Braille Reading
- The Effective Houseparent
- Career Education
- Media & Technology

1:30 P.M. Concurrent Sessions
- Teaching Print Reading
- Orientation/Mobility/Concept Development
- The Effective Itinerant Teacher
- Teaching the Gifted Student

3:15 P.M. Concurrent Sessions
- Orientation & Mobility/Concept Development
- Working Effectively with the Low Vision Child
- M/H and the Slow Learner
- Psychology—Emotions

Wednesday, June 18

9:00 A.M. General Session—Where Do We Go From Here?

South Central Regional Conference

Place: Camelot Inn, Little Rock, Arkansas

Thursday, August 7

7:00 P.M. Keynote Address—Dr. David Torbett, Psychologist, Family Enrichment Center, Denver, Colorado, "Blindness in the Affective Domain"

Friday, August 8

10:00 A.M. Concurrent Sessions
- Career Education
- State Plan for Delivery of Services
- Teacher Competencies

1:30 P.M. Repeat of Morning Sessions

North Central Region

Place: Madison Hilton, Madison, Wisconsin

Theme: **"Meeting the Needs of the Visually Impaired from E-Z"**

Speakers and participants will convene to communicate the exceptional educational needs of the visually impaired child. The topics of mainstreaming, multiple handicapped, houseparents, low vision, orientation and mobility, career education and program/subject areas, etc., will be emphasized. Susan Mouchka, Jeanne McCarthy and John Melcher are a few of the many speakers and group leaders. The goal of the Conference is to look at needs and programs to meet these needs.

Northeast Region

Place: Boston area

Theme: **AEVH Workshops on Concept Development:** Orientation and Mobility, Low Vision, Early Childhood, Deaf-Blind

Thursday, June 26

1:00 P.M.—2:30 P.M.
Constitution and General Business Meeting

3:00 P.M.—4:30 P.M.
Early Intervention (Multiply Handicapped)
Environmental Orientation

4:30 P.M.—7:00 P.M.
Social

Friday, June 27

9:00 A.M.—11:00 A.M.
Vision Stimulation
Counseling of Parents

11:00 A.M.—Noon
Lunch Break

1:00 P.M.—2:30 P.M.
Environmental Orientation
Prevocational (Multiply Handicapped)

3:00 P.M.—4:30 P.M.
Early Intervention
Prevocational (Visually Handicapped)

Saturday, June 28

9:00 A.M.—11:00 A.M.
Vision Stimulation
Early Intervention (Visually Handicapped)

Mid-Atlantic Region

Place: Wilmington, Delaware

Dates: November 7-8, 1975

Program: Concurrent sessions include programs on the Piaget Study with demonstrations of tests, low vision, the Optacon, and pre-vocational and vocational planning. Details to be announced.

FROM THE CHAPTERS

Southern California: The newsletter of the Southern California Chapter is visually very interesting with varied types of large print used as headlines and material so organized that it is easy to read. Very wisely, they are beginning to plan for the 1976 international conference in Detroit, including the possibility that they can arrange for group fare from the San Francisco area to Detroit. That's an idea that might work for other chapters!

Another interesting idea: They seem to have had a raffle at the November meeting with AEVH memberships as prizes. The chapter's next general meeting will be May 10, and emphasis will be on low vision. The November meeting largely focused on information about the Master Plan for Special Education in California. Both are good topics and should represent professional growth. Congratulations on fine planning!

Greater Metropolitan New York: Noble Wiltshire, President, has announced that the first meeting of the year will be held on Wednesday, April 9, at the New York Institute for the Education of the Blind. The guest speaker of the evening will be Dr. Jan Van Dijk, an internationally known expert in the field of Deaf/Blind Education, whose topic will be "Learning Problems of Blind Children." Dr. Van Dijk received his training at the Instituut voor Doven, Sint-Michielgestel, Netherlands, at Perkins School for the Blind in this country, and at the Catholic University of Nijmegen. His presence in this country is particularly interesting because in the section of this publication headed "Deaf-Blind" you will find a challenging offer of an opportunity for training at the famous Sint Michielsgestel.

CONFERENCES AND MEETINGS

Workshop To Be Held: A Workshop on Developmental Programs for the Atypical Child, PE 543, 3 semester hours credit, also non-credit basis, will be offered by the Physical Education Department, Indiana State University, Terre Haute, Ind. 47809. The dates are July 15 to August 1. On July 28-30, Dr. Charles Buell will use films and demonstrations to show blind and sighted children participating together in games, relays and contests. Dr. Garland O'Quinn, Dr. Walt Ersing, and Dr. Frank Hayden will lead activities for the mentally retarded and other handicapped groups. Dr. B.J. Cratty will discuss body orientation and perceptual motor activities. It may be possible to sign up for parts of the workshop if not interested in all. Write to Dr. Jan Stoner at the above address for information.

Anniversary of Braille System: An International Conference for the 150th Anniversary of the Braille System will be held in Paris on May 22, 23 and 24 with all members of associations of and for the blind cordially invited to participate. Our President, Ferne Roberts, along with her husband, who now directs American Foundation for the Overseas Blind, will be there and we will hope to hear more about it upon her return. Most of the program will be concerned with the history and current widely varied applications of Braille.

ACTION Conference: Helen Landgarten, Berthold Lowenfeld, Norma Canner and Emily Gillies will be among the guest faculty of international prominence at the 1975 Educational Arts Association National Conference, at Seattle Center in Seattle, Washington, June 25-28. The conference will focus on ways to meet the needs of special education, a wide variety of alternative approaches to "traditional" education, and the most effective ways to integrate the Arts into the classroom. Graduate credit from Seattle Pacific College is optionally available. Detailed information and registration forms may be obtained by writing: 1975 EAA National Conference, 90 Sherman Street, Cambridge, MA 02140.

DEAF—BLIND

Two New Manuals: Through support of the state and several hospitals, two new manuals are now available.

Under the title, *Talk With Me,* both a manual and a film kit present a standard vocabulary of over 400 sign illustrations, including the manual alphabet and numbers 1-12, with hand and body positions. The signs which were taken from currently existing sign language books, have been found effective with the multi-handicapped deaf. Following each chapter, phrases and sentences are provided with sign illustrations above each word to help in practice of the signs learned in that chapter. At the end of the fourteen chapters of signs, there are 202 sentences without pictured sign illustrations to test the ability to sign correctly. The last section contains 41 activities, games, recipes and homemade teaching aids. The multi-handicapped deaf have utilized and enjoyed these activities. The book contains 276 pages and costs $14.95. The film kit (Quick Flick system) costs $69.95.

Leisure Time Activities for Deaf-Blind Children includes one book, nine cartridges of activities and one Quick Flick handviewer. The filmed activities demonstrate the Tadoma Method, correct postures, materials, furniture, and actual performances of activities with deaf-blind children. Cost $69.95.

Write to Joyce Motion Picture Company, 18702 Bryant Street, P.O. Box 458, Northridge, CA 91324.

Psychology in the Dormitory: *The Florida School Herald,* November 1974, printed a paper from the newsletter of the Deaf Dormitory Teachers' Association. It is a rather good paper, as applicable to dormitory experience for a blind child as well as for a deaf child and certainly very relevant for deaf-blind children. If you would like a copy, you can probably obtain it by writing to Mr. Herbert D. Angus, Associate Editor, The Florida School Herald, Florida School for the Deaf and the Blind, St. Augustine, Florida 32084.

International Course on Deaf-Blind Children: Experienced teachers, university personnel, psychologists, and administrators interested in deaf-blind children may wish to investigate their chances of being accepted at the Fifth International Course to be given in Holland, November 3 to December 12, 1975. The Instituut voor Doven in Sint Michielsgestel has long been a famous oral school for the deaf. The deaf-blind department which was opened in 1961 soon showed unusual success in serving very severely handicapped children and was gradually forced by demand to offer short training courses to fellow Europeans. The six-week courses include lectures by staff members such as: Rev. Dr. Anton van Uden, Dr. Johann van Dijk, Miss Lieke de Leuw, and Dr. M.R. Sopers, much classroom observation, video tapes, and films, plus discussion. There is an extensive library of materials in several languages on deaf-blindness.

The language of instruction is English, but the distribution of 8 to 12 nationalities always adds a rich flavor to the course. A maximum of 25 persons can be accepted. The fee of $550 covers tuition, board and room with a selected Dutch family, and bus trips relating to the course. Application forms and further information may be obtained from:

Father J. van Eijndhoven
Director
Instituut voor Doven
Sint Michielsgestel
Netherlands.

Art Appreciation for the Deaf-Blind Child: We have just received from one of the teachers at the New York State School for the Blind a very interesting account of her efforts to encourage an understanding and appreciation of art. Her class is made up of children deaf and blind from birth. In the hope that other teachers might wish to try this, let us share her report with you:

"The sense of touch is one which is used to its fullest extent in our program. Thus, the idea of tactual art evolved as an attempt to give the children a chance to enjoy art in their own way. I decided to construct a multi-textured wall mural of animal characters. No financial expense was involved except for the cost of several bottles of Elmer's Glue.

"I first found a piece of thin, colored, corrugated cardboard about four feet wide by 12 feet long. I then proceeded to sketch enlarged storybook characters onto the background. Pieces of thick yarn were then glued to the outline of each character to form definite shapes that could be perceived through touch. I then went through the process of making tissue paper patterns to fit each part of each animal's body. The pattern parts were then placed on different pieces of fabric scraps of various textures. Some examples are: fur, burlap, cotton quilting, high-pile carpeting, brocade, double-knit jersey. In addition to the various textures, I also tried to make sure that the fabrics were of striking colors and designs. I did this not only to make use of the children's residual vision, but also for the benefit of staff morale and the enhancement of our classroom's appearance for parents and other visitors. I feel that the mural is meeting my objectives well. Our school carpenter liked the idea so much that he took the mural to his shop and constructed a frame for it! It lends itself well to tactual experiences for the children in connection with our daily learning activities."

If you want more information write to: Barbara A. Schick, Teacher, Deaf-Blind Program, New York State School for the Blind, Batavia, N.Y. 14020.

Measurement of Visual Acuity: Because of the two-way problems of communication it is often very difficult to establish in deaf-blind children just how much useful vision is present. A recent study suggests that a game-like procedure may achieve the goal through use of a PLAYTEST system and two carousel slide projectors. In brief, the study determined that even very limited children can show a consistent preference for one of two images, one clear and the other fuzzy in focus.

"The procedure described here demonstrates that it *is* possible to make reliable measures of subjective visual acuity performance in seriously impaired children who cannot cooperate in standard optometric evaluation and confirmation procedures. The method is effective in evaluating subjective visual acuity performance with and without corrective lenses in such children."

Friedlander, B.Z., Silva, D.A., and Knight, M.S. Multiply handicapped, partially sighted children's capability for resolving visual images. *Exceptional Children,* Vol. 41, No. 2, October 1974, pp. 121-123.

PERSONNEL

In New York: Orientation and Mobility Coordinator position available September, 1975, in a residential school coordinating mobility services for high school, elementary school and deaf-blind students. Minimum of two years teaching experience required. Salary based on experience.

Contact Roger C. Walker, Director, The New York Institute for the Education of the Blind, 999 Pelham Parkway, Bronx, N.Y. 10469.

In Florida: Faculty position in Visual Disabilities Program in Special Education, effective June or September 1975. Rank Assistant Professor, with salary commensurate with qualifications and experience.

Qualifications: Earned doctorate in the area of the Visually Handicapped. Applicant must have a minimum of three years of pre-collegiate teaching experience with visually handicapped children or youth. College teaching experience desired. Be able to assume graduate directive status and be committed to excellence in teaching and research.

The Visual Disabilities Tract consists of four specialization areas: teacher preparation, mobility education, rehabilitation teaching of the blind adult, and the multihandicapped blind. All four specialization areas are at the undergraduate level. Students in the graduate program have had undergraduate training in one of the specialization areas and a minimum of one year experience in the field of visual disabilities. There are presently six full-time faculty members in the Visual Disabilities Tract.

Send professional vita to: Chairman of Search Committee, Dr. Gideon R. Jones, Coordinator, Visual Disabilities, College of Education, The Florida State University, Tallahassee, Florida 32306.

Teacher in any grade: B.S. Degree, University of Michigan, 1974, with major in Special Education, Visually Handicapped. Michigan Elementary Provisional Teaching Certificate. Practicum at Plymouth State Home with rubella children, and at Michigan School for the Blind with blind mentally retarded children. Also relevant student teaching experiences.

Contact Mrs. Mary L. Lautenbach, 3224 Braeburn Circle, Ann Arbor, Michigan 48104.

Teacher of Music: Bachelor of Music, Samford University, Birmingham, Alabama. Certification from University of Montevallo with emphasis on elementary school music. Two years of private teaching experience, certified member of American Music Teacher's Association.

Contact Miss Patricia Beiro, Box 409, Calera, Alabama 35040.

Rehabilitation Teacher: B.S. in Rehabilitation Teaching for the Adult Blind at Florida State University. Preinternship Field Experience in Home Management and Cooking. Professional Internship at Arkansas Enterprises for the Blind where instructed in Braille, Alpha Communicative Techniques, Cooking, Crafts, Table Etiquette, Grooming and participated in project for deaf-blind.

Contact Walter Nick Dotson, 5800 S.W. 91 Avenue, Miami, Florida.

REPORT OF THE HOUSEPARENTS WORKSHOPS FOR GRADE SCHOOL AND JUNIOR-SENIOR HIGH SCHOOL COMBINED

These two workshops combined very successfully and hereby recommend that in the future these two workshops become one.

The first session was devoted to the topic of Teaching Sex Education in the Residential School. Mrs. Vivian Bell of The Governor Morehead School in North Carolina presented a paper in which she pointed out that the houseparent is often the closest and most important person in the life of a child in an institution. She therefore has more opportunities to help the child and, if the relationship between houseparent and child is meaningful, that child will tend to go to her with problems. This often puts the houseparent into the role of counselor regarding sex education and dating problems. This role is increased by the fact that communication between parents and children regarding sex is often poor. It is now agreed by most educators and parents that all young children need guidance on sex problems.

Early sex education is a matter of adult example; children come to the school with concepts based on their early observation of their parents. A pattern of obedience, respect, and family joy provides a foundation of character upon which sex education can build. Sex education should be part of general education with relevant facts presented in courses in nature study, biology, hygiene, physical education, psychology, literature, social sciences and economics. The child's questions should be answered frankly but in terms which he can understand. Teachers and houseparents should have more rap sessions and in-service training regarding sex education. A short list of references was provided.

During the second session Mrs. Alice McNair of The Governor Morehead School presented a paper on the "Role of the Houseparent in Providing for Motor Perceptual Development." She pointed out that the continuing process of mobility education is more than just orienting a child to the classroom and other aspects of his environment. During the early school years, houseparents help to expand the child's experiential background and perceptions and this education should be fun. How well the child performs in a given activity is not as important as the fact that he participates — learning must come from participation.

Three important areas are: body image, walking gait and stride, and posture. Poor gait and stride usually develop from psychological insecurity while moving about; if not checked, poor postural habits will result. In consideration of the practical importance of independent travel, as well as the self-confidence it gives to a blind person, a school program should emphasize adequate mobility training.

Environment plays such a vital role in the educational development of children that intellectual growth can be affected by independence in moving about. Those with good mobility are later better able to find and keep jobs so there is a dollar and cents value to mobility training. To play her important role, the houseparent needs a course in motor perceptual development and in mobility training so that she can help the child understand the world. All the experiences which the houseparent can give will make it easier for teachers and parents. Children come from many different environments, overprotected, spoiled, neglected and underprivileged. Some are so destitute that they do not have the barest necessities of life. Yet the houseparent is expected to mold these children into self-reliant, self-supporting, and independent citizens. It is a tremendous task but training in motor perceptual development will help.

During the third session, Miss Mattie L. Barbee, of the same school, talked about "How Much Can Houseparents Provide for Disturbed and Multi-handicapped Children." She provided the following guides: Create an environment with a relaxed atmosphere, be flexible in approach, and work on the child's level of learning. Very often, just reducing the child's frustration will result in success. Each child has his own way of learning and the houseparent must try to find out what that is and use it. It is important to consider interest and attention span which may be short. Daily living skills are extremely important, including mobility and social skills and leisure activities. Among possible ways to reduce frustration are: Having creative playthings in the cottage, planning many activities with care that these be at the interest and ability level of the children involved, and use of volunteers.

Officers of the combined workshops for the 1974-76 biennium are: Chairman — Thomas C. Groom of Kansas City, Kansas; Co-Chairman — Daniel L. Wirth of Nebraska City, Nebraska; Recorder — Alice W. McNair, Raleigh, N.C.

Alice N. Speed

REPORT OF THE PRINCIPALS WORKSHOP

In this series of very worthwhile sessions a great deal of material was covered. This will be presented here as concisely as possible but with enough detail so that this can become a reference.

Carl W. Lappin, Textbook Consultant from APH, provided information on materials available from APH and elsewhere. The IMRC will no longer be supported by federal funds, but the office will retain all its staff. Some of the latest items include: (1) *Creative Arts and Crafts* by Sykes, Watson and Menze, and (2) *Basic Concepts for Sensory Perception* by Barraga et al. *Work-Jobs for the Primary Program* should be obtained from Addison-Wesley Company, Sandlawn, CA 94025 (Catalog No. 4311) for $5.90. *A Resource Book for Substitutes* is a valuable tool for the substitute when teachers forget plans; this comes from Addison-Wesley and costs $4.80. *Developmental Mathematics Cards* by Bates, Irwin and Hamilton are valuable for K-8. *Utilization of Low Vision-Visual Stimulation* may be ordered from Rockville Public Schools, Rockville, Md., for $5.00. Complete lists of materials which may be borrowed or purchased can be obtained directly from APH.

Discussion of the abacus brought out these points: (1) It is of value to the blind child, but those in public school often need help they cannot get. (2) Blind children still test below sighted children. (3) The abacus is more useful for computation than for concept development. (4) The abacus should supplement the Braillewriter, not replace it.

There was considerable discussion of students who terminate school prior to earning a high school diploma. Mr. Cleon Bonner of the Georgia Academy reported on a four-year project of determining vocational potential and helping students toward gainful employment. Mr. Haralson of Indiana reported that their termination procedures begin in October and that an effort is made to develop recommendations for the terminees. Robert Bischoff said that in Utah students need not terminate at age 18, but each special education child's program must be reviewed once a year. Parents must be informed of program changes and may decide whether their child is to attend a public or a residential school.

Mr. Richard Jensen demonstrated

the Flex-Ed to be used in Flexible Education. It is a type of machine which allows a child to gain immediate responses to his work. Flex-Ed Braille Systems, Jackson, Mississippi, can provide more information.

James Haralson, Indiana School Principal, explained in some detail how their students are recruited and evaluated, with child and parent encouraged to come to the school for several days for this purpose. Ed Anderson stated that in Arizona the Parent-Council works with the visually impaired of all ages. John Atkins stated that in North Carolina there are social workers and teachers who find the child and decide whether he should be in the residential program.

Robert Young of Texas pointed out that the 18-year-old law has caused problems in drinking and sex, yet if a student is to be sent away, some program should be offered; his counselor from the commission for the blind can be helpful. Mary Brown, Principal from the Virginia School at Hampton, agreed that the Commission's Rehabilitation Unit on their campus is valuable, especially for students over 14 years of age.

Gary Coker of Tennessee emphasized some points which are already in force at some schools and may soon be required in all: consideration of the multi-sensory child; innovative curriculum development; intensive teacher evaluation; and behavioral objective, especially for the ungraded organization. He pointed out that Title I was designed to help innovative education, and the principal's position carries great responsibility.

Officers for the 1974-76 biennium are: Gary Coker of Tennessee, Chairman; Mary Brown of Virginia, Co-Chairman; and Charles Weir of Michigan, Recorder.

Mary Brown

FROM NATIONAL BRAILLE ASSOCIATION

Guidelines for the Administration of Groups Producing Materials for the Visually Handicapped is the most recent in a series of National Braille Association's "how to" Manuals to aid groups and individual transcribers of reading materials in Braille, large type and tape. These comprehensive *Guidelines* are addressed to the needs of new beginning groups, groups working in one media and wanting to move into another, small groups growing larger, and sophisticated groups looking for new and better ways to organize their work. There is a General Section on administration of the total group, and sections on Braille, Large Type and Tape Transcribing with suggested forms for each. Included are discussions of how to start a group, checklist for equipment, supplies and teaching manuals, responsibilities of administrative staff, bookkeeping and record keeping procedures, and the processing of transcriptions from acceptance of the order to delivery of the finished product. Distributed free of charge upon request to the Library of Congress, Division for the Blind and Physically Handicapped, 1291 Taylor Street, NW, Washington, D.C. 20542.

The National Braille Association also announces that its Braille Book Bank services have been expanded by the establishment of a Music Unit. A Music Catalog is available free of charge in Braille and in print. NBA urges anyone owning or transcribing master copies of music Braille to consider adding such materials to the BBB Music Unit so that copies can be made available to others who would use them. Please do not send master copies without prior correspondence with the Braille Book Bank. Send the title, composer or author, and all other pertinent information to NBA Braille Book Bank, Music Unit, 85 Godwin Avenue, Midland Park, N.J. 07432.

The new 1975-76 edition of the Braille Book Bank catalog is also available now, free of charge, from the NBA national office, address above.

FROM LIBRARY OF CONGRESS

What seems to be a new edition of *Volunteers Who Produce Books* has come to our desk. This directory, available both in print and in Braille, lists the names of volunteer groups and some individuals who transcribe and record books and other reading materials for blind and physically handicapped persons. The listing is alphabetical by state, and each entry is assigned an index number. The services and specialties listed in the index refer to these assigned numbers. Specialties include music, mathematics, and languages.

With the greater number of blind children in the mainstream of education, many more teachers and counselors and parents need to know where and how to get educational materials quickly and efficiently. This directory might well be of assistance in reaching this goal. For a copy write to the Division for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor Street, NW, Washington, D.C. 20542.

REPORT OF THE LIBRARY SCIENCE WORKSHOP

On June 24th, Jeanne Orszag introduced Mr. Richard Evensen, Program Analyst for the Library of Congress, Division for the Blind and Physically Handicapped, whose topic was trends in Braille and Recorded Books. He began with Paul Berry's "Right to Read" statement which has four parts: (1) there should be access to reading material that is adequate in quantity and scope, (2) high quality reading in format and content, (3) professional guidance in selection and dissemination of materials, and (4) proper training in gaining necessary reading skills. He stated that there is a marked decline in readership because of sight utilization. However, for the 19,000 braille readers in United States there is a continuous move to upgrade the quality of Braille materials. One problem is that technological change in Braille is small as compared to Talking Books and Cassette Books. He discussed TriFormation and Aragon systems for Braille printing but predicted that the cassette is the medium of the future. The automatic bibliographic service, now being initiated, will report what is available and where it can be obtained.

In comment from the floor, users of Talking Books expressed distress at the discontinuance of the reviews of Talking Books and Cassette Books in Braille; they can no longer browse the pamphlet and this makes selection very difficult. Mr. Evensen gave economic reasons for the elimination of the reviews. There was also discussion of the selection of magazine titles and of the policy of throw-away magazines.

One June 25th Jeanne Orszag introduced Amie Dennison, Librarian, IMRC at the American Printing House for the Blind. Subsequently, Linda Miller, Assistant Librarian at the Arizona School, discussed her bibliography, "a professional collection for those who work with the blind and visually handicapped." She has selected 250 books, pamphlets and papers which could be put into a professional collection and listed by subject headings made up of ERIC descriptors for the most part. The subject headings are listed in front and each entry has complete bibliographic information. The list is also indexed by author and joint author.

Ms. Dennison spoke about "Books for Professional Growth" and described the professional collection of the IMRC. She recommended that librarians read *The New Outlook for the Blind* for new developments in the field.

Mr. Carl Lappin, Director of the IMRC at APHB, spoke about new materials and showed *Creative Arts and Crafts,* prepared by Dr. Kim Sykes and others from Florida and now available, free. He reviewed all the catalogs of APH and told of the new books which will become available in August, 1974. He also mentioned kits of hand magnifiers available on loan to teachers and counsellors from IMRC. The 1973 Stanford Achievement Tests in Braille and large type should be available in late October 1974. The question of book selection was discussed and Mr. Lappin suggested that ideas for new publications be sent to APH with author, title, publisher and copyright date included.

On June 26th there was a general discussion of programs and problems, the latter including motivating children to read Braille, the need for a teacher's manual for teaching Braille to children, better selection of books for young adults, and the reserve system of the Regional Libraries. School librarians talked about the possibility of a manual for the Braille-large type card catalog. They questioned the demand for such an item. Linda Miller suggested that she ask other school librarians if such a manual would be desired in her "Survey of Library Services for Visually Handicapped Students in Residential Schools." This survey will be mailed out this fall. It was agreed that if the librarians indicated a need for such a tool, firm discussion should be held with the APHB about publication.

Cataloging of Braille books was discussed with agreement that librarians spend vast amounts of time searching for bibliographic information. This resulted in a recommendation for a classified shelf-list card, with collation and annotation, to be included with all Braille books published by the APHB.

Officers for 1974-76 are: Chairman, Jeanne Orszag, Michigan School for the Blind, Lansing; Co-Chairman, Linda Miller, Arizona State School for the Deaf and Blind, Tucson; Recorder, Josephine Pohl, Washington School for the Blind, Vancouver.

PUBLICATIONS

See It My Way: This is a charming little booklet, largely in cartoon style, colorful and attractive for young people. It is written by a blind woman, based upon her own experiences and especially upon her efforts to help her friends understand just how to relate to her blindness, what help to give and how to give it and what freedom and independence to allow her.

Swieringa, Marilyn (illustrated by Robin A. Jensen). *See It My Way.* The Institute for the Development of Creative Child Care, Grand Rapids, Michigan 49506. Price $1.50.

Ulverscroft Large Print Books: Although most of our readers probably know this publisher, we occasionally point this out as a source of many current and popular books in large print. Excellent for the reading list. A current catalog is available by writing to: Oscar B. Stiskin, P.O. Box 3055, Stamford, Conn. 06905.

Two Publications from AAHPER: The following titles are products of the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped and are part of the results of a project of the Bureau of Education for the Handicapped, HEW. Both present brief general discussion appropriate to the title, but are made up chiefly of annotated references. They are: *Physical Education and Recreation for Individuals with Multiple Handicapping Conditions* and *Integrating Persons with Handicapping Conditions into Regular Physical Education and Recreation Programs.*

To obtain copies write to: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Dimension Highlighting as a Teaching Tool: Dimension highlighting procedures have in the past been used to facilitate visual discrimination learning in young children. This study was designed to determine to what extent it might facilitate tactile discrimination learning in adolescents who were both visually handicapped and mentally retarded. Two different highlighting techniques were used, perceptual isolation and functional matching. The results show that "in all measures of tactile discrimination ability, those who underwent dimension highlighting procedures outperformed those who did not. Training adolescents in perceptual isolation, functional matching, and combined methods improved tactile discrimination ability." The major implication of this study is that highlighting procedures may prove to be an important educational aid for those children who have difficulty in initiating and maintaining attention both in and out of the classroom.

Maron, S.S., and Scholl, G.T. Use of dimension highlighting procedures with multiply impaired blind adolescents. *Exceptional Children,* Vol. 41, No. 1, September 1974. pp. 50-51.

The Teacher of the Blind: This little publication is the organ of the College of Teachers of the Blind and may be obtained by writing to H.S.D. Marks, Royal School for the Blind, Church Road North, Wavertree, Liverpool, L15 6TQ, Great Britain. It frequently contains rather interesting articles and reflects research being done in Great Britain. Following are a few examples:

In Vol. LXII, No. 1, Autumn, 1973, is an article entitled "The Genetics of Severe Visual Handicap in Childhood," by Norman C. Nevin, Senior Lecturer and Consultant, Queen's University, Belfast. He shows that genetic factors play a large and perhaps increasing part among the causes of blindness. He then explains the nature of genetic disease, including X-linked inheritance and multifactorial inheritance. He briefly discusses some of the kinds of visual handicap which result from genetic causes, including retinoblastoma, cataracts, retinal aplasia, and albinism. Finally he discusses the possibility of prevention of blindness through genetic counseling and the role of the teacher.

The next issue (Vol. LXII, No. 2, Winter 1973-74) includes "Beginning Educational Programmes for Blind Mentally Retarded Children," by Sally Rogow, Assistant Professor, University of British Columbia. She describes an experimental program in the 1972-73 academic year for multihandicapped children aged 2½ to 13 years. Program development is described with guidelines to encourage participation. She concludes that the development of a sense of trust is of key importance with content emphasis on development of language, awareness of the environmental space, and object manipulation.

"Reading Attainment of Blind and Partially-Sighted Children — A Comparative Study" by W.J. McLaughlin can be found in Vol. LXII, No. 3, Spring 1974. The study has some procedural defects which may explain its rather indecisive results but it does present some interesting questions.

All who are interested in daily living skills could find some value in "Training for Independence and Leisure" by Miss J. Childs, in Vol. LXII, No. 4, Summer of 1974. The results of a questionnaire show the methods used by seventeen schools in training for activities of daily living and pre-vocational adjustment. Other questionnaires, sent to graduates, showed that 50% of the young people felt that they were not sufficiently prepared for life after school. Many had social problems and about half had encountered difficulties in applying for jobs. A particularly interesting statistic was the fact that 77% of the young people were living at their family home, but only two individuals gave indication of sharing in the running of it.

"The Partially-Sighted School Leaver" is a committee report which briefly reviews some of the history of legislation and action to provide prevocational and vocational education (Vol. LXIII, No. 1, Autumn 1974). Practice and results do not differ greatly from what we are familiar with in United States with 26.5% going into factory kinds of work, 18% into office work, 20% into the retail trade, 6.5% into food service, and 6% into traditional crafts.

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HOMECOMING

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FOUNTAINHEAD

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Our Cover: Patricia McGriff is crowned Queen of Homecoming, Department for the Blind, Florida School for the Deaf and the Blind, by Mr. Walter S. Davis, Principal, with her escort looking on.

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AEVH NEWS

Louisville in '76: As all of you know, Detroit had been chosen as the AEVH Conference city for 1976. However, for some months reports have reached your officers and your Central Office which suggested that it might be wise to make a new choice, chiefly because the Detroit Hilton which was to have been our headquarters hotel, had been sold.

In a splendid illustration of how effectively regionalization can serve the whole association, our North Central Region took responsibility for contacting the appropriate states and cities and came up with a wonderful suggestion: Louisville!

Your President and your Executive Secretary took this suggestion to the members at the regional conferences this summer and in every case the change was welcomed. Those who are not very familiar with the American Printing House for the Blind are eager to have an AEVH conference in Louisville so that they may get to see and know the Printing House with all its diverse activities and, hopefully, have some contact with the Kentucky School for the Blind next door to the Printing House, although of course school will not be in session. Those who have previously visited the Printing House know what wonderful hosts the Printing House folks are and eagerly embrace any opportunity to be there.

It seems especially appropriate that we should go to Louisville in 1976, the bicentennial year when we will all be thinking about our history. Both the Kentucky School and the Printing House have played a very significant part in the history of educational services to visually handicapped children and in the history of this Association. It is good to have our Bicentennial Conference there.

We are especially fortunate in that Louisville has a very fine hotel, new and spacious, called Galt House.

New Conference dates – July 5-9, 1976: However, Galt House could not accommodate us on the dates originally set for the conference. Again following review by the membership at regional conference meetings, the dates for our 1976 Conference have been set as July 5th through 9th. Please mark your calendars at once!

In 1976, the Fourth of July is on a Sunday. Since this is our country's Bicentennial birthday we assume that every AEVH member will be busy celebrating that day in the special ways which fit his family and his community. We also assume that July 5th, Monday, will be a holiday for those who might be at work during the summer. It can therefore be used, as we usually use our convention's opening Sunday, for travel and that evening we will have the opening session of the conference followed by a reception. The conference schedule will then fill three full days, Tuesday, Wednesday, and Thursday, and a half day on Friday, terminating at noon on Friday. We hope in our next issue of this bulletin to provide you with the broad outlines of that Conference program and by the February issue we will probably be able to fill in most of the details.

We are also happy to report that Galt House has given us a special concession on room rates – $2.00 less than their usual rates. The cost of a single room will be $21.50, the cost of a double room $27.50. The hotel is handsomely furnished, the food is good, and the location a very interesting one in a redeveloped area on the river. We know you will enjoy it! Cards for making hotel reservations will be sent to all members early in 1976.

Regional Conferences: To date, four of the six AEVH regions have held their 1975 regional conferences and all have been very successful. The average attendance at the four conferences has been well over 200 each. This means that, already in 1975, with two regions holding their conferences later in the fall, more people have attended an AEVH conference in 1975 than have ever attended an international conference. This is what we want regionalization to accomplish! This is great!

The programs have been varied and excellent in quality. Some regions have chosen to center activities in a few outstanding speakers, other have opted for more intimate workshop-types of meetings. Both types of program have been met with enthusiasm. We congratulate all the devoted professionals who have made these conferences a success!

Nominations for Officers: Although new officers will not take over responsibility for the Association until the close of the 1976 Biennial Conference, it is time to begin thinking about who should be invited to carry that responsibility. Voting is by mail ballot in a moderately complex procedure intended to give every member an opportunity to express his choice.

The last pages of this bulletin show the procedure for nominations for officers at the international level, plus a form on which you may send in those nominations. Nominations may also be sent in without using the form if, in every other way, the procedure for nominations has been followed.

Within each region nominations are to be handled as follows:

"Nominations for election of officers and directors of the region shall be made by a committee of not less than three (3) chosen by the Chairman. This committee may seek the suggestions of members in any way approved by the regional board of directors. In developing their slate, the committee should seek to include representation of all the states and provinces in the region and of all the types of AEVH membership. This slate of nominees, preferably providing two candidates for each office, shall be forwarded to the AEVH Executive Secretary not later than February 15th of each even-numbered year. With the slate shall be a brief vita of each candidate (no more than 50 words) and a statement from each candidate of willingness to serve, if elected. The ballot for regional officers and directors, along with the vitas, will be mailed to all AEVH members in that region at the same time that the ballot for international officers is mailed."

Within each region, your officers will soon be in touch with you for nominations. Do cooperate!

Program Committee: Since this will be the first international conference since regionalization, this is the first time we shall have the benefit of having regional program chair-persons to help plan the biennial conference program. Following are the members of the Program Committee, some representing regions specifically, some chosen at large:

William J. McConnell, Chairman
Hampton, Virginia

M. Bernadette Alber
Deerfield, Illinois

Dr. Edward P. Berlá
Louisville, Kentucky

Dr. Nancy J. Bryant
Lansing, Michigan

Kent Carter
Canterbury, N.H.

D. Gary Coker
Donelson, Tennessee

Nan Dempsey
Camden, New Jersey

Donald H. Edwards
Salem, Oregon

Dr. Kenneth A. Hanninen
Detroit, Michigan

Dr. Edwin K. Hammer
Dallas, Texas

York Hudgins
Scottdale, Georgia

Dr. Carson Nolan
Louisville, Kentucky

Philip Vedovatti
Lombard, Illinois

Roger C. Walker
Bronx, New York

We very much want every AEVH member who has an idea related to the program of this conference to communicate it – and please do so within the next month so that your wishes can be represented in the early planning. Communicate with any of the above people but especially feel free to communicate with the Chairman, Mr. McConnell. Please address all letters about the program to the person you want but at the address of the AEVH central office. In addition, we know some of these program committee members will be contacting some of you. Please help with your suggestions. Make this the best program AEVH ever had!

Congratulations!: Two of the AEVH Regions, Southeast and North Central, have shown an increase in membership from 1974 to 1975. Our hats are off to the Membership Chairmen, Paul J. Lewis of Florida and Larry Hapeman of Illinois, for their efforts. We realize that the first year of regionalization was difficult for all–establishing procedures and plans *plus* having a Regional Conference! Hopefully, now that the first organizational steps have taken place, all the Regions will show an increase in membership in 1976.

The Central Office is busy preparing membership materials to send to all AEVH members for renewal of memberships for 1976. By the time this reaches you, the materials will have been mailed to all the residential schools. As in the past, the membership chairman in each school is responsible for distributing the forms to current members and for recruiting new members. During the next few months renewal notices will be mailed directly to all AEVH members who are not in the residential setting.

The First Vice-President, P. Coker Stogner, Chairman of the Membership Committee of the National Board, plans to meet with the Membership Committee during the Printing House Meetings. It is hoped that this meeting will be helpful to all Regions in developing regional plans for membership recruitment. If you have any ideas that you think might be useful in this meeting, pass them along to your Membership Chairman or Regional Chairman.

The membership forms being used this year are the same as have been used in the past. The specially treated paper is self-carbon—but only if firm pressure with a pencil or pen (no flair!) is used. One copy of the form is retained by the Central Office. Another is sent quarterly to each Region with the $3 regional portion of the membership payment. The third is sent to the chapter (only those areas listed on the membership form currently have chapters).

The Central Office will be glad to send membership materials to anyone who knows of someone interested in membership. Please address all requests to: Membership, AEVH, 919 Walnut Street, 4th Floor, Philadelphia, Pa. 19107.

CALL FOR CONFERENCE PAPERS

In recent years, some of the most interesting AEVH Conference sessions have been those in which AEVH members have presented papers describing their own work, work which is innovative, significant, and reflects the growth and progress of our professional field.

This notice is the regularly established call for such papers. Please note the following regulations which have been established by your Board of Directors:

> Members wishing to present papers shall mail in an abstract of the proposed paper, no more than 500 words in length, and including: (1) If the paper is based on research, state the hypothesis, the means used to prove or disprove the hypothesis, the nature of the population, and a very brief statement of the results. (2) If the paper is a review of the literature, state the specific field covered by the review, and a very brief statement of conclusions. Indicate whether a bibliography will be provided. (3) If the paper is an account of materials or methods, briefly state what is new or different about these materials or methods, whether they have actually been tried and, if so, with what population, and the results. (4) If the paper presents a point of view, but is not research, a review of the literature, or a report on materials and methods, indicate what is original about this point of view and the purpose of the paper.
>
> A paper not falling clearly into any of the above categories may be accepted if the abstract states why its content is of interest and importance to AEVH membership.
>
> Papers should be planned for no more than 15 minutes reading time; an additional 5 minutes for questions and discussion will be programmed. Papers must be presented by the author, or one of the authors if more than one is involved. All papers must be typed and should be ready, at the time of the program, to hand to AEVH central office staff for possible publication.

Please send all abstracts to the Executive Secretary at the central office address. *Deadline for receipt of abstracts is November 15, 1975.*

AAWB-AEVH-NBA BRAILLE AUTHORITY REPORT 1975

The Braille Authority is pleased to

report that substantial progress has been made during the past year in the development and expansion of both the Music and the Textbook Format Codes. The new consultants who were enlisted to join advisory committees brought to the deliberations a wealth of knowledge and insight to the problems which required resolution. Their background of experience in teaching and transcribing assisted greatly in developing definitive procedures most meaningful to teachers, transcribers and students.

For many years the Braille Authority delayed in attempting to modify the International Music Code in the hope that another conference would be convened to resolve the conflicts and omissions in established rules and procedures. Since no such conference was being called, it became increasingly imperative that the Code be supplemented for American use in order to meet the requirements of music teachers, students and performers. The modifications which have been officially adopted will allow a more accurate presentation of music scores. It offers either fully detailed notation for the teacher and musician or a simpler version for the novice. *The Revised International Manual of Braille Music Notation, 1975* is now in the process of being printed and it should be available for distribution in the near future.

The unusual techniques and formats initiated by authors and publishers continue to become increasingly complex. To assure comprehension of the text, it was necessary to provide braille publishers, transcribers, and readers with symbols and techniques which would accurately reflect the signs and styles used in textbook publications.

One of the basic improvements is in the presentation of diacritics where the same braille symbol will now be employed to represent equivalent print symbols regardless of the dictionary used by the author for reference. Heretofore both the transcriber and the student have been required to master a special set of braille symbols for each dictionary presentation.

Additional improvements have been made in the handling of marginal and footnotes, boxed material, phonetics and phonemics, and other symbols and formats currently being used in foreign languages and in technical fields. The final redrafting of the *Textbook Format Code* is now in preparation for submission to the printers and should be available for distribution early next year.

The National Advisory Council to the Braille Authority became inactive at the expiration of the term of office of its Chairman, Dr. Berthold Lowenfeld. Since no Vice-Chairman had been provided for, the Braille Authority prevailed on Dr. M. Robert Barnett to act as Provisional Chairman until such time as the sponsoring Associations would make an appointment. Through his leadership, in conjunction with the remaining members of the Advisory Council, the improvements in braille codes mentioned herein have been officially sanctioned.

Respectfully submitted,

Bernard M. Krebs, Chairman
Maxine B. Dorf, Vice Chairman
Marjorie S. Hooper, Secretary
Virginia Katz
Alice Mann

REPORT OF THE MUSIC WORKSHOP

On June 24th, Mr. di Francesco, Chairman of the Advisory Committee on Braille Music Notation of the Braille Authority, presented in summary form the latest approved revisions of the braille music code as contained in an Addendum to the Spanner Revised International Manual of

Braille Music Notation, to be published in the near future by APH.

On June 25th, Mr. Ralph E. McCracken, Editor of the American Printing House for the Blind, presented some remarks concerning the present state of braille music transcription at the Printing House. He noted that there appears to be no one available to replace Mrs. Nell Edwards who retired from her position as Braille Music Stereotypist not long ago. Mr. William Watkins, Music Specialist, Data Processing, at APH discussed current progress on the project to computerize the transcription of braille music.

Since Mrs. Mary Mylecraine, Music Reference Librarian at the Division for the Blind and Physically Handicapped, Library of Congress, had been forced to retire due to illness, her place on the program was filled by Miss Dorothy Pollet, Assistant, who announced the availability of several new materials, some in recorded form, for loan from the Division. Some problems related to the music instruction of blind students in the public schools were discussed.

On June 26th, Mrs. Mildred Gibbons, Music Instructor at the Oregon School for the Blind spoke on "Affective Development for the Multiply Handicapped Blind Child." Mrs. Gibbons discussed some methods she has developed for working with severely handicapped children in the area of music and distributed a number of items of informative literature which she had prepared both in braille and in print; she read several and pointed out the main features or use of the others. They were:

1. "Process Education as Outlined by Henry P. Cole" in which skills or "processes" were defined by various behavioral scientists.
2. "Hearing in an Optical Age: Implications for Music Education," adaptation and condensation of an article by Karel Pech.
3. "Decoding the Symbols of Sounds"– how children learn to relate and choose.
4. "Piano Study for Children" which has been divided into nine areas. Mrs. Gibbons summarized the study of piano as opening "areas of growth in physical, mental, social, and spiritual development," and that "it encourages creativity and enhances appreciation of beauty in other artistic fields."
5. Sample Lesson Plan.
6. Resource Materials in which Mrs. Gibbons stressed the book, *Elizabeth,* the Grace C. Nash Series–*Music With Children, Music Therapy for Handicapped Children* by Paul Nordorff and Clive Robbins, and *Music Therapy in Special Education,* also by Nordorff and Robbins.
7. "Music's Contribution to Affective Development".

"Lap-size" pieces of white felt were distributed on top of which were evenly spaced five narrow black strips of felt; black and white note-heads were also distributed. Mrs. Gibbons described how she taught children to read music. First, she made a floor plan with spaces two feet wide between the lines to enable the teacher or children to sit on the spaces. They learned to count forward or backward; they then progressed to the "lap-size" felt plans, then to the print.

Mrs. Gibbons described a number of experiences with her children, after which she invited workshop members to ask questions. The only questions raised were about children who dislike using headphones and problems with the mechanics of the headphones.

Mr. di Francesco deplored the fact that music departments in various schools are shrinking and stressed the need for presenting to administrators the fact that music is indeed a very important part of the overall curriculum. Both he and Mrs. Sell cited examples of children who, having failed in other areas, did find success in music which gave them great pleasure and a feeling of having accomplished something.

Officers for the 1974-76 biennium: Mr. Searcy Ewell, Chairman of the Nominating Committee announced that Mr. Jack Chard will be asked to serve as Chairman. Should he decline, Mr. Ewell will serve as Chariman with Mrs. Nadyne Lessard as Co-Chairman. Thomas H. Ridgeway will be Recorder.

Thomas H. Ridgeway and
Mildred L. Schorpp, Recorders

REPORT OF THE PRIMARY GRADES WORKSHOP

The first session emphasized the theme, "Cognitive Training through New Conceptual Materials and Objects." With stress on the importance of carefully planned experiences, Mrs. Ina Kurzhals, Utah School for the Blind, discussed the significance of the environment in which young children learn. She stated that the child must act, and act meaningfully, in the environment if cognitive development is to proceed.

The necessity for developing realistic use of the hands was also emphasized, along with the relationship of these skills to cognitive development. Two sets of readiness materials recently produced by the American Printing House for the Blind were discussed by Hilda Caton of the APH staff. These materials are the *Tactual Road to Reading* and *Tactual Aids for Reading.* Both sets of materials are designed to provide young visually handicapped students with experiences with their environment and objects within that environment which will develop both cognitive learning and manipulative skills.

The second session of the workshop was devoted to the theme, "Prescriptive Programming for Parents." Julia Collins, parent coordinator of the Utah School for the Blind, described the program for working with parents of visually handicapped children in Utah, where seven steps are involved: (1) receipt of referral; (2) assessment; (3) program design; (4) orientation and inservice; (5) implementation; (6) evaluation; and (7) program placement. She stressed that the key to the success of the program is the careful planning and coordination among the agencies and professionals who are involved in planning for the child and in helping parents understand and participate in programs for their children.

In the final session, Mrs. Elizabeth Martina, San Luis Obispo, California, discussed self-help skills needed by young visually handicapped children. Mrs. Martina first suggested materials, which were readily available and useful with little adaptation, to be used in developing such skills. She emphasized the importance of teaching dressing, eating, cleaning their rooms, etc., and pointed out that this teaching must be direct, carefully planned and often repetitious.

Mrs. Clarice Marano, Monterey County, California, then described Insight Unlimited, a volunteer agency which provides recreational and leisure time activities for visually handicapped children. Volunteers work with the children in dancing, rhythmics, arts and crafts, cooking, camping, and many other activities. The only connection with the schools is a voluntary and cooperative one. Mrs. Marano stressed the motivational value of the leisure activities as well as their teaching value. Insight Unlimited now has volunteers in Monterey and San Luis Obispo Counties and plans to include Santa Barbara soon. She feels that the organization could provide a valuable service on a national basis.

Officers for the next biennium are: Mary Clayton, Maryland School for the Blind, Chairman; Linda Ohman, Washington School for the Blind, Co-Chairman; Gail Derr, Maryland School for the Blind, Recorder.

Hilda Caton

REPORT OF THE HOMEMAKING–ARTS AND CRAFTS WORKSHOP

Education for Family Life was the topic for discussion at the first meeting with six areas of concern at all grade levels: consumer education, family relationships and mental health, family health including drug and alcohol education, sex education, genetics and adjustment to visual handicap within the home.

Time was given to a review of a curriculum guide for sex education developed by Jan Neff, California School for the Blind and about to be published by the American Foundation for the Blind. Content includes self understanding and emotional, social, cultural and biological development. Susan Spungeon and Mary Ellen Mulholland, American Foundation for the Blind, emphasized that we need to be concerned about how youngsters interpret, reinterpret, and misinterpret sex information for sex is something that we are, not what we do. They described two AFB publications–*A Resource Guide for Sex Education* and *Family Life for Visually Handicapped Children and Youth*–and a guide for setting up sex education programs in various settings.

The second session was devoted to discussion of skill development. In food preparation, suggestions were to make life simple, to recommend as few gadgets as possible, and to extend instruction into lower grades. The continental style of eating was suggested for those having difficulty. Sewing instruction should concentrate particularly on clothing maintenance.

"Affective Development Through Esthetic Experiences," the topic for the third session, encouraged children to bring beauty into their environment through balanced room arrangements, including color and texture, and wearing attractive, stylish, and comfortable clothing. Many crafts can be introduced but proficiency in all should not be demanded. Crafts popular at present are lapidary, macrame, chair caning, finger knitting, mod podge, decoupage, string knitting, hooked rugs, crocheting and knitting. Craft sales discourage creativity in that the same articles are made over and over so that there is something to sell.

Recommendation: That Arts and Crafts be a separate workshop and the Homemaking Interest Group be called Independent Living Skills or Personal Management Workshop.

Officers for the next biennium are: Chairman–Mattie M. Vaughn, Baltimore, Maryland; Co-Chairman–Dorothy Housen, Raleigh, N.C.; and Recorder–Elizabeth Lennon, Kalamazoo, Michigan.

Elizabeth Lennon

BLIND ATHLETES INVITED TO PARTICIPATE IN 1976 OLYMPIC GAMES

Blind athletes of the United States are invited to compete against blind individuals of other countries at the Olympic Games in August, 1976 in Toronto, Canada. it is known that the Canadians will furnish board and room and it is hoped arrangements can be made in this country to provide travel expenses. Top performers will be awarded medals and all will be representing their countries.

There will be competition for male and female athletes who must be 16 years or older except in the swimming events. The track and field events to be contested are the dashes, discus throw, shot put, high jump and long jump. Swimming races of 100m will be held in freestyle, butterfly, backstroke, breastroke, individual and medley relays. Unfortunately, only exhibition rather than competitive wrestling will be held. Minimum standards for each event have been set.

To qualify one must not have more than 1/20 vision. Those who have 0/200 vision will be competing against other totally blind athletes.

Those who feel they meet the requirements and who wish and are able to spend the time to travel to Canada should write now to Dr. Charles Buell, 33905 Calle Acordarse, San Juan Capistrano, Ca. 92675. Applicants should list age, address, amount of vision, sex, and performances in the events in which they wish to compete. Those accepted may be asked to submit evidence in support of statements. A committee working side by side with the National Wheelchair Athletic Association will screen blind applicants.

FROM NEW OUTLOOK FOR THE BLIND

During the past year, *The New Outlook for the Blind* has published a number of articles of potential interest for educators of visually handicapped children. Unfortunately, demands upon our page space made it impossible for us to mention each of these as it appeared. We are therefore taking this opportunity to summarize those articles and we will provide an exact listing of references at the close of this summary.

Tactual Materials: Susan Byrne, a professional designer, has built a model for four rooms in which children could wander and play and learn. She hopes that the four rooms could be built as a mobile exhibition which could be taken to blind children in public and residential schools, especially children between the ages of six and eleven. Three of the four rooms explore experiences with specific geometrical forms (square, circle and triangle) while the last room illustrates the combination of these three forms in familiar objects of daily use. The intent of the exhibit is to help children toward a better understanding of the three basic shapes and their application in practical objects. In addition to the three shapes, size, texture, weight, proportion and even sound are demonstrated. It would certainly be interesting to see the model realized in a size appropriate to children.

A quite different kind of tactual experience is represented by the Tactile Vision Substitution System which is described by Lawrence A. Scadden. This is the product of a team of scientists at Smith-Kettlewell Institute of Visual Sciences in San Francisco, and it may already be familiar to many educators because some of the related research was done at Overbrook School for the Blind. The System converts the visual image from a narrow-angle television camera to a tactual image on a five-inch square display of vibrators which can be placed against the back or abdomen of a blind person. The equipment has seen considerable refinement during the several years of research so that a miniature phototransistor television camera can now be mounted on the temple-bar of spectacle frames to scan the environment as the user looks about him. The image picked up by the camera may be used to identify objects, respond to travel hazards, improve concepts of space, etc. It is assumed that the system could be useful in education and may have some very specific vocational applications.

Grahame James and Richard Swain, both associated with the Blind Mobility Research Unit in the Department of Psychology of the University of Nottingham, England, report on the application of a tactual map produced by a new map-making kit developed by James. The rather unusual object of this particular map was to enable blind persons riding on a short bus line to identify just what they were passing at any given moment. The map is quite complex and contains a great deal of information so that ample teaching and practice were provided before the test ride on the bus.

Finally, Sally Rogow reviewed the literature on how the blind child builds his perceptions, necessarily chiefly on the basis of tactual and auditory information. She warns against assuming that tactual and visual data are identical but also lists studies which indicate that blind children achieve the same conceptual goals, and at approximately the same ages, as do sighted children.

Preschool Children: Joan Blos confronts the twin facts that preschool blind children must, of necessity, learn more through words than most children must but at the same time the words are less likely to have concrete meaning for them. She offers a quotation from a popular book to be read to three-year-olds and easily shows how meaningless that reading would probably be for a blind three-year-old. She then suggests a definite, though informal, sequence of language-related activities which includes songs, rhymes, records, stories and some of Mother Goose. Her article, which is divided between two issues of the *Outlook,* gives a good list of references and makes specific suggestions about how material from these references can be used.

Pauline Moor presents an interesting concept of comprehensive care services for the young visually impaired child and for his family, a concept which includes all aspects of the child's development rather than just focusing on overcoming his disability. To make this concept effective it is necessary to have a case coordinator who knows all available resources, has a sound understanding of child development and of the possible effects of a visual handicap upon that development, is a good counselor, and can coordinate a team of professionals and paraprofessionals. At the minimum, health services, medical services, social services and educational services will be involved but often it is necessary to implement financial help, transportation, and family problems which affect but do not center in the visually handicapped child. One might suppose that no such ideal person as the described coordinator exists but Miss Moor goes on to prove that such people can exist and be very effective since she describes two pilot projects, one rural and one metropolitan. Finally, she stresses the importance of cooperation to achieve comprehensive care, cooperation among agencies and systems of services as well as among individuals.

Although somewhat different terminology is used, Rosemary O'Brien also describes a program of early childhood services which is certainly comprehensive. The program includes three component groups: (1) a parent-infant group which is served in the homes; (2) services to children in private special schools and in day-nursery settings; and (3) a special program at a Learning Center where individualized instruction meets the needs of a very varied group of children.

Materials and approaches developed in the first three years of this project are now being field-tested in a fourth year so that it will be possible to share them with others. Mrs. O'Brien warns, however, "it must be remembered that there is no 'cookbook' approach to meaningful intervention with parents and children."

Another kind of service for preschool visually handicapped children and their parents is described by Kim Sykes. A week of summer camp provides parents with information concerning their children's needs and Florida programs to meet those needs, provides the children with an instructional and psycho-social experience, and provides trainee teachers with first-hand experience with blind children. For many parents, the camp also provides the first opportunity to meet and exchange experiences with parents of children with similar visual limitations and this alone can do much for parents and children alike.

Orientation and Mobility: Professor Leslie Kay who is head of the Department of Electrical Engineering at the University of Canterbury in New Zealand, and who is well known in the field of blindness as a developer of sensing devices, has written a quite philosophical article in which he considers just how much detailed information a traveler needs. Naturally, he concludes that this varies with the setting and the traveler's need but he argues for the value of rich information. "The difference between the clear path indicator and the environmental sensor is seen to be one of personal attention at the time; the effort required in their use may not be—as many seem to think—proportional to the sensory information they provide."

Robert H. Morris, an Associate Landscape Architect, designed a play environment intended to help blind children to improve their orientation and mobility skills through very varied activities. Eight circular play areas surround a larger circle which is a roller skating rink. The play areas include a court rich with equipment for climbing, sliding, crawling, etc., a Roll and Tumble Hill, a Sensory Obstacle Course, and a Tactile Kid Town in which the children can create their own buildings from large blocks. Sensitivity is developed to such future mobility cues as textures, slopes, sounds, and even slight changes in temperature. The size and shape of volumes of space which surround the children and the location of specific play objects within that space become part of the game. The stress is on simultaneous learning and play. Unfortunately, all of this intriguing environment exists only as a model at the present time.

Richard L. Welsh and Bruce Blasch, through 317 questionnaires, surveyed the present status and future need for manpower (and woman power) in orientation and mobility. They found that just about half of the master's-level O & M graduates were employed in rehabilitation agencies. Of special interest to educators is the fact that 18% of these graduates worked in residential schools and 25% in public school systems. It may be of note that 30% of the respondents work with very young children, up to and including age six. Among the items on the questionnaire was a probe into the other duties which mobility specialists are asked to perform; public schools, more than any other work setting, expect the O & M person to perform a number of other duties including a large percentage of counseling and teaching of academic subjects, and 81% of them must teach daily living skills. From responses concerning the projected number of future job openings, The authors conclude that training of O & M specialists should be expanded.

Sex Education: Mary Lou Karpen and Lee Ann Lipke tell of a sex education program which was incorporated into a four-week summer workshop for boys and girls from 12 to 15 years of age. The workshop also included other activities such as mobility, braille, home economics, typing and arts and crafts. The content of the program was largely a response to expressed interests of the students but it was the goal of the project to develop personal growth in awareness, self-expression and communication, and individual responsibility. The article provides quite specific guidelines for each class throughout the four weeks.

Career Education: Marion V. Wurster sketches the background and current state of the art in Career Education, which she defines as a response to the "inevitable mutuality of the academic and the vocational and seeks to produce an integration of both, with the common objective of developing a wholeness in the educational process as well as a wholeness in the student." She delineates the goals at various grade levels, beginning with career awareness and orientation in the early grades and culminating in career choice and the beginning of vocational preparation by the end of high school. Finally she tells of the several meetings of a task force of the American Foundation for the Blind which has stimulated development and adaptation of career education materials suitable for blind and visually handicapped students. Through a mini-project, available materials are being tried out in six residential schools.

Special Activities: After an earlier popularity, handbell choirs have of late been less frequently heard in schools for the blind. Perhaps this article by Mary Francis Lewis will reactivate them. She has devised a system of braille music notation especially for handbells. She also suggests some rules for bell assignments which could help to develop a smoothly functioning group. In the end, students and teacher can enjoy success with this non-choral team music.

With deep sensitivity to the psychological needs of children, R.E. Hartman responds to the painful psychological experience of a visually handicapped child in a playground or gymnasium where there is no activity in which he can participate. His very practical response is the description of a series of ball games in which the blind child is at no real disadvantage, games which vary from simple to moderately complex and which can improve the child's visual-physical efficiency at the same time that he has the pleasure of active play. Eight ball games are described with full procedure, rules, and scoring.

Houseparents: Nazneen Mayadas has studied the relationship between the performance of blind children and the expectation of their houseparents. It is assumed that houseparents are very significant influences in the lives of institutionalized children; in this study we find clear proof and this is especially true regarding social behaviors and the image the child develops of himself. Consequently, houseparents should be selected with great care and thorough training should be provided to new houseparents so that they may understand the culture of blindness yet prepare the child to live in a sighted world.

Itinerant Teachers: Kent and

Constance Carter write of that special aspect of the itinerant teacher's work which involves provision of low vision services. This begins with the identification of children who need this service and providing visual screening. To be effective the teacher must "make knowledgeable decisions about whether the student can be helped by known low vision aids, how various lighting affects his functional vision, the effect of his field on the use of an aid, and his general motivational reaction to the aids." However, referral to a low vision clinic is recommended. The author describes this service in New Hampshire where screening is done in the low vision consultant's mobile unit. However, "successful use of a low vision aid will require tremendous effort by both the student and the teacher." The authors strongly recommend that teacher-preparation centers provide more training related to the low vision program.

Multihandicapped: Marg Csapo and Bryan Clarke report on the status of services for deaf-blind children in Canada. The first problem seems to be finding the children for while statistical guesses that there are more than 500 deaf-blind children in Canada, only 66 have been identified and not all of them have received full diagnostic assessments. Opportunities for schooling are limited and the authors feel that there is a great need to train more teachers; however, training of teachers to work with deaf-blind children does not exist in Canada.

Peter Salmon and Harry Spar report on the increased interest in services to deaf-blind persons and upon the creation of the National Center for Deaf-Blind Youths and Adults. They stress the importance of a solid foundation of training and experience in those who attempt to work with deaf-blind people. The National Center offers a short program of training in services to deaf-blind youth for workers in agencies for the blind. Other services of the National Center are described.

Patricia Gallagher and Ruth Heim report some very interesting applications of behavior modification principles to multiply handicapped children. One particularly difficult situation involved continual bickering among the children which was much reduced by a system of tokens which the children could use to buy a can of soda pop. Even the learning of independent travel was facilitated by the modification procedures. The author concludes that the conditions under which the successful modification projects were conducted could readily be established in other schools or classrooms and that the modification techniques are clearly effective.

Sheldon Maron describes a proposed program for training teachers of multiply handicapped children at Florida State University. While this program is built on the foundation of solid understanding of the growth and development of non-handicapped children, it includes a great deal of specialization and very essential practical teaching experiences.

Edwin K. Hammer starts with the question, "What is effective programming for deaf-blind children?" and writes a beautiful analysis of the possible roles and approaches of a teacher – any teacher, whether or not of deaf-blind children. It would be difficult for any teacher to read this thoughtful article and not do some self-evaluation which will almost certainly improve her work with children. It is also good to see Hammer's emphasis upon measuring activities in some systematic manner so that outcomes may be described in objective terms and reported to others.

A Life Skills Center: Hatlen, Le Duc, and Canter tell of an experiment in working with adolescents around problems of independent living. Instead of the traditional classroom and adult-controlled rehabilitation center, instead of a program which is really planned and determined by the staff no matter how "client-centered" it is, this Life Skills Center houses the students in an apartment complex and offers services as the young people themselves feel the need for help. Thus the young people learn under the most motivating circumstances, at the moment when they want to use the particular skill and what they learn is largely determined by the life-style they choose and, therefore, the skills for which they feel a personal need.

Research Center for Education: Since, the beginning of 1970, there has been a Research Center for the Education of the Visually Handicapped at the University of Birmingham, England. One of their most interesting and ambitious projects is a longitudinal study of 117 blind and partially sighted children who were five years of age at the inception of the study in 1973-74 school year. The focus in this project is a better understanding of the cognitive development of the visually handicapped child. The Research Center hopes to be able to follow these children closely for the next ten or eleven years. Other projects are also described in the article, including a survey of the spoken and written vocabulary of young blind children, an investigation of the teaching of English to blind children, and some studies related to deaf-blind and other multiply handicapped blind children.

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Welsh, R.L., & Blasch, B.B. Manpower needs in orientation and mobility. December 1974, 68, 10, 433-443.

Wurster, M.V. Career education in 1975. April 1975, 69, 4, 155-159.

OPPORTUNITIES ABROAD FOR TEACHERS

Opportunities to attend a summer seminar or to teach abroad will be available under the Fulbright-Hays Act for the 1976-77 academic year.

Elementary and secondary teachers, college instructors, and assistant professors are eligible to participate in the program. Requirements are: U.S. citizenship, a bachelor's degree, three years of teaching experience for teaching positions and two years of experience for seminars. Seminars for teachers of art, the classics, German and world/Asian history will be held in 1976.

Application should be made before November 1, 1975.

An information bulletin and application forms may be obtained in September by writing to:

Teacher Exchange Section
Division of International Education
U.S. Office of Education
Washington, D.C. 20202

TEACHING AIDS AND FILMS

Basic Introduction to Typing: This course was compiled by Billie Taylor, a teacher at the Colorado School for the Deaf and the Blind, in an effort to introduce typing as a valuable tool in communication with others, in education, in preparation of assignments, and in the business world. It allows the individual to study independently, at home or in school, at his own rate of speed. It is comprehensive enough for the older student, yet written simply enough to interest the younger student.

The course contains 12 cassette tapes (24 lessons), a Teaching Manual, and a compact head set to plug into the tape recorder for individualized lessons. It is compactly packaged and can be carried like a book. It covers the keyboard, introduces manipulative parts of the typewriter, correct techniques, centering, simple manuscript typing, personal and business letter formats, addressing envelopes, folding letters, and sentences for one minute timings.

Order from SPED Publications, 2010 Eagle View Drive, Colorado Springs, CO 80907. Price $69.95.

Sound Stories and The Sound Library: This very interesting cassette has on the first side five "sound stories," i.e. five sound sequences which could be interpreted as being the sounds made by a series of events which make a story. Each series is used to stimulate the children to make up a story which fits those sounds. A number of different stories might be developed and imagination and creativity are stimulated.

The second side of the cassette is a "sound library", a series of very varied sounds which the children can use to make their own stories, choosing the particular sounds which fit their individual stories. Included are such sounds as sheep, donkey, coyote, bullfrog, car starting and maneuvering, running footsteps, explosion, rifle shots, etc.

Order from Educational Noises and Sounds, Box 591, San Clemente, CA 92672. Price $8.50.

Shelley: This is described as "a very special film about a very special child." Shelley has been blind from birth. The film follows her from ten months to six years, showing how her parents, with guidance, encouraged her development in the same sequence and at the same rate as a sighted child. It shows her learning to walk, to eat, to play and at kindergarten. Also included are pictures of Julita, another blind child whose parents could not meet her special needs. The contrast between the two children illustrates how normally a blind child can develop, given a positive environment. The film won first prize at a recent joint meeting of the Health Sciences Communication Association and the Health Educational Media Association. 16 mm color, sound, motion picture, 20 minutes.

For further information, write The Canadian National Institute for the Blind, B.C.-Yukon Division, 350 East 36th Avenue, Vancouver, B.C. V5W 1C6. Cost $100. Preview charge $4.50 deductible from purchase price.

EQUIPMENT AND MATERIALS

Creative Writing by Cassette: A new approach to creative writing is embodied in an audio-cassette and teacher's guide by a new multi-media company. The cassette features five "sound stories" on one side and a sound effects library on the other. Each of the "sound stories" is comprised of a series of sound effects (somewhat like the audio portion of an action-packed TV play) that suggests a story with several possible interpretations. The student from third grade through high school gets to write his own version. As the stories are comprised of only sounds, no reading nor grade level requirement is imposed. The sound effects library on the other side of the cassette can be used by students individually or in group projects to create additional sound stories, radio scripts, or the sound effects for classroom dramatic units. Price $8.50.

For information or to order on approval, write Educational Noises and Sounds, Box 591, San Clemente, CA 92672.

New Sonic Guide: The Binaural Sensory Aid is a sonic guide which is used by a blind person for travel or mobility in conjunction with a cane or dog. This sonic guide probes the immediate environment using ultrasonic energy and transforms the returned energy into audible sounds which convey environmental features. A folding spectacle frame contains ultrasonic sensors built in above the nose bridge. The frame is connected by a lightweight cable to a detachable control box having on-off and volume controls and a removable rechargeable battery. Audible sounds are transmitted into both ears through plastic tubing from miniature ear phones on the sidearms of the spectacle frame.

Extensive evaluation has been conducted in United States and abroad. A training course normally lasting three or four weeks is required for any user. The Veterans Administration is currently sponsoring instructor training at Western Michigan University to insure that qualified orientation and mobility instructors are available in the field to conduct user training.

The basic price is $1,850 with an additional charge for training and for any necessary tests. Contact Telesensory Systems, Inc., 1889 Page Mill Road, Palo Alto, CA 94304.

Help for "Growing Up": Your Changing Body—A Guided Self Exploration is a program especially designed for young people, visually impaired and others, between the ages of 10 and 18 years, to give them comprehensive information on their bodies and body functions and to help them develop a positive sexual image. Descriptions of body changes for both sexes have been included on one cassette to give a comprehensive understanding of oneself and the opposite sex.

Also provided is a Guide for Parents and Teachers which contains a letter to parents, discussion of sexuality for visually impaired youngsters, steps in using the cassette, and additional resources for parents and students. There is a 40-minute cassette (in duplicate: one copy with slang words) for student use. Consultant for this project is Dr. George V. Gore, Associate Professor, Elementary and Special Education, Michigan State University. Price $20.00.

Write to Institute for Development of Creative Child Care, 927 Bemis, S.E., Grand Rapids, Mich. 49506.

For Gardeners: There is now a pest control guide for blind compost gardeners. This is a Braille publication entitled, *In Place of Poisons,* by Lawrence D. Hills. Sorry, we do not know the price. We owe our copy to the kindness of Dr. Bargyla Rateaver, Teacher of organic gardening and farming in the public schools in Pauma Valley, California.

For more information or to order, write to: The Scottish Braille Press, Craimillar Park, Edinburgh EH16 5NB, Great Britain.

Computer Produces Braille Music: A flyer from The American University says that Dr. Howard Patrick and a research assistant, Patricia Friedman, have developed a Braille music conversion program, currently limited to vocal music, which can custom-produce Braille music in about 15 minutes. They hope, in time, to develop a more comprehensive code which will do the same for keyboard and orchestral music.

For more information, write Dr. P. Howard Patrick, The American University, Washington, D.C. 20016.

The Blind Can Chart: Under this title is described an apparatus and method to enable the blind teacher to chart student progress on six cycle graph paper. The article points out that such progress charts motivate some children.

The apparatus is both pictured and described in detail and but for the exactness with which it would have to be made, should be easy to duplicate.

Busse, Larry L. and McElroy, Arthur A. The blind can chart. *Teaching Exceptional Children,* Vol. 7, No. 4, Summer 1975, pp. 116-117.

CALL FOR NOMINATIONS

Be involved! Send in nominations for officers for the 1976-78 biennium.

Read the rules on the reverse of this page. Be sure to send biographical sketch and signed statement of nominee with each nomination. Without these, the nomination will be given no consideration.

Nominations for:

President-Elect

Name ____________________

Address ____________________

First Vice President

Name ____________________

Address ____________________

Second Vice President

Name ____________________

Address ____________________

Secretary-Treasurer

Name ____________________

Address ____________________

CALL FOR NOMINATIONS FOR AEVH OFFICERS

Sections of the By-Laws covering nominations:

5. d. (1) At a date no later than October 15 of each uneven-numbered calendar year, the chairman shall solicit from each voting member of AEVH via mail preliminary nominations for each elective position for General Officers of the Association, with consideration for representation by regions and all categories of membership (Publication of the request for nominations with appropriate return form in FOUNTAINHEAD shall meet this requirement). Nominees for President-Elect shall at some time have served on the AEVH Board of Directors or as an officer. Responses must be mail-dated no later than December 1 of that year.

(2) Each preliminary nomination must be accompanied by a biographical sketch of not more than 150 words, and by a signed statement of that nominee assuring that he will serve, if elected, and that he has adequate financial resources to attend Board meetings.

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FOUNTAINHEAD

November 1975 • Number 83

Association for Education of the Visually Handicapped
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FOUNTAINHEAD

Number 83 November 1975

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Second class postage paid at Fort Washington, Pennsylvania.

Our Cover: Because of the theme of the AEVH 1976 Conference, it seems appropriate to present this picture which shows a product of a Bicentennial project at the Arkansas School for the Blind.

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AEVH NEWS

Why is FOUNTAINHEAD so late this month? Good question. Glad you noticed, and we hope that means you miss us when we do not get there on time.

But we think we have a very good reason for the delay because we were waiting for the AEVH Board and committee meetings (which, for reasons beyond our control, did not occur until November 9 and 10) so that we could bring you the news developing from those meetings just as quickly as possible.

The 1976 AEVH Biennial Conference. This is the big news, full of exciting plans for the very best conference AEVH has ever had.

Of course you already know that the conference will be in Louisville, home of the American Printing House for the Blind. You may recall that originally this conference had been planned for Detroit. Then, about a year ago, officers and members in that region warned that the Hilton Hotel, intended to be the headquarters of our conference, had been sold and was not being at all well maintained. It was on this advice that we promptly sought another city for our conference. Just in case any of you might feel that the change was a mistake, I want to tell you about a telephone call received just this week; a representative of the Hilton chain telephoned from their main office in New York to tell me personally that the hotel which had been the Detroit Hilton has now closed. We appreciate the thoughtfulness of the Hilton chain in doing this even though they have not owned the Detroit hotel for about a year.

A conference theme has been chosen. It is

BUILDING IN 1976—
ON THE PAST
FOR THE FUTURE

Since our meetings begin on July 5, the day following the 200th birthday of our country, we felt that we should have a kind of Bicentennial theme. (In fact, I am sure I will drift into calling this the AEVH Bicentennial Conference when I should be saying AEVH Biennial Conference!) The program content is being planned to look into the foundations on which we today are building, as well as recognizing what is new and current today and trying to foresee the future at least in the sense of planning.

The matter of looking into the past will be taken in three sections, each to be the subject of one of our general sessions. The first, which is the Keynote Address, will examine the beginnings of education for blind children in this country, the contributions of those early schools, which were all residential, and the key national institutions through which supporting services were developed. The second general session will review the role of government in the education of visually impaired children and the gradual development of services in the public day schools. The third general session will treat the materials and equipment which have developed from some very crude tools, such as the early raised-type even before Braille, to the fine electronic gadgetry of today. How much of what we know and do today was developed by these early educators who had almost no advantages with which to work but who had great faith in the normality and educability of blind children! Each of these general session speakers will close with a look into the future, a prediction or plan for things yet to come.

Concurrent sessions and workshop programs will probably be more current in their concerns. The outline of the program, shown in the following pages, provides the framework and shows which of our members has accepted responsibility for each of the concurrent sessions. If you feel you have input for any of these sessions, that is, material of significance which is appropriate to the topic, you may write at once to the chairperson at the central office address. Suggestions are very welcome. We anticipate that our February issue of this bulletin will provide a nearly complete program with exact topics and speakers' names. So get the suggestions in quickly!

As the program outline shows, one full half-day will be spent at the American Printing House for the Blind where tours and explanatory programs will be available and there will be plenty of time for seeing and asking questions about all the things you have wanted to know about the Printing House for years. The hospitality of the Printing House folks is just great. Don't miss it!

Exhibits: We are planning an exhibit area which will combine the usual display of current books, teaching materials, and services with history. We have, for example, suggested that Howe Press, the maker of the world's most widely accepted braillewriter, display some of the marvelous Perkins collection of examples of early raised-type and the equipment which did that printing more than a hundred years ago. We hope that each exhibitor will bring some of the early examples of whatever he would usually exhibit, even though much of it

PROGRAM OUTLINE
AEVH Conference Program
BUILDING IN 1976: ON THE PAST, FOR THE FUTURE
July 5—9, 1976

Monday, July 5

4:00—8:00 PM	Registration
8:00 PM	General Session I
	Addresses of welcome
	Keynote speaker
9:30 PM	Reception

Tuesday, July 6

9:00 AM	Business Meeting I
10:00 AM—Noon	Concurrent Sessions I
	Early Intervention—Dr. Verna Hart, Chairman
	Mandatory Special Serivces—Dr. Nancy Bryant, Chairman
	Sight Utilization—York Hudgins, Chairman
2:00—3:30 PM	Workshops A—Session 1
3:45—5:15 PM	Workshops B—Session 1
7:00 PM	Meetings of various special interest groups

Wednesday, July 7

9:00 AM	General Session II
10:00 AM—Noon	Concurrent Sessions II
	Professional Accountability—Gary Coker, Chairman
	Papers by AEVH Members
	Severely Handicapped—Dr. Edwin K. Hammer, Chairman
2:00—3:30 PM	Workshops B—Session 2
3:45—5:15 PM	Workshops A—Session 2
6:00 PM	Cocktail Hour and entertainment

Thursday, July 8

9:00 AM	Business Meeting II
9:45—11:15 AM	Workshops A—Session 3
11:30 AM—1:00 PM	Workshops B—Session 3
1:00 PM through afternoon	Tours and informational sessions at the American Printing House for the Blind

Friday, July 9

9:00 AM	General Session III
10:00 AM—Noon	Concurrent Sessions III
	Sex Education—Robert Dodge, Chairman
	Communications—Listening and Touch Dr. Edward Berla', Chairman
	Adapted Physical Education and Recreation—James E. Haralson, Chairman

may not be antique in the usual sense. Would it not be interesting to see the first prototype of even something as current as the Optacon? How do good materials start and through what stages do they move to the point where they function well, are relatively inexpensive, and become a casual part of our daily lives?

If any of you have materials which show history or early development in our field, consider having an exhibit booth even if you do not usually have such a booth. Booth space for this purpose of showing whence our profession has come will cost only $25 per booth.

Report of the AEVH Board Meeting: The regular annual meeting of your Board of Directors and officers was preceded on Friday evening by a meeting of the international officers with those members of regional boards who could be present. There was a stimulating interchange with a number of new ideas which were put into action through the remainder of the weekend meetings.

A year ago, your executive secretary expressed the hope that membership in AEVH would greatly increase during 1975. This simply did not occur. Total membership, including a small membership outside United States and Canada, is 2325. Some regional representatives felt that maximum effort for membership had not been made and during the subsequent meeting of the Membership Committee plans for more coordinated action were made. It has also been decided that AEVH should try to have a number of sponsor and benefactor memberships, recognition of the service of this association by other organized groups.

A number of the special activities of AEVH are planning or in the process of making changes about which you will hear in greater detail within a few months. For the moment we will say only that we hope that, in time, EDUCATION OF THE VISUALLY HANDICAPPED will have a more dramatic cover, and that AEVH members will be involved in projects to collect and annotate the literature of our field and to develop a nomenclature guide which might improve communications among us. Also, the Certification Committee is considering some new areas of certification, and the Gillette Scholarship Committee is considering development of guidelines for the weighty decisions they must make.

Your President has been in touch with the planners of the White House Conference on the Handicapped which will occur next year. That group has requested that AEVH think through its position on certain points and the result of that thinking, a position statement, follows this section of your bulletin.

Your Board recognized, by a letter of gratitude, the many years of faithful service by Mr. Bernard Krebs to the Braille Authority. Mr. Krebs has now retired.

Your Board has also agreed to several kinds of cooperation with the American Association of Workers for the Blind, including exchange of observers at board meetings, cooperation on certification, and above all an exchange of information about meeting times and places so that members of either association can share in the concerns of the other.

There was much discussion of plans for the 1976 conference, including recognition that the registration fees must be increased slightly. The AEVH conference is still one of the greatest bargains anyone can find. Member registration will be only $10, nonmember registration only $15.

The location of the 1978 biennial conference was also discussed and Fort Worth, Texas, has tentatively been chosen. You will hear about this later.

At the end of our last biennial conference several of the workshops requested changes in name, purpose, etc. Dr. Umsted, our Second Vice President, was authorized to take appropriate action on most of these, including combining two houseparent workshops into one (Grade School and Junior High Houseparents), and making Arts and Crafts a separate workshop. Dr. Umsted will be in touch with workshop officers to finalize all requested changes.

The Finance Committee reviewed records for 1975 to date, and praised the central office for managing to stay within association income, even though that income is some thousands of dollars less than had been anticipated. The budgets for 1976 were developed and are printed in the following pages.

The Policy Committee reviewed most of the actions reported above plus responding to several requests from regions. For example, a request from the Florida Chapter for distribution of information about rubella was, more appropriately, referred to the North American Committee on Services to Deaf-Blind Children with a request that they alert parents and pediatricians to the dangers from rubella. Another request from the Florida chapter resulted in the following resolution:

> WHEREAS, due to limited sensory stimulation, the visually impaired child may be developmentally delayed during the years prior to entrance into a school program, and
>
> WHEREAS parents need knowledge, as well as support, when faced with the task of rearing a visually impaired child, and
>
> WHEREAS public schools have an obligation to provide such supportive and educational services to visually impaired children and their families beginning at the child's birth,
>
> BE IT RESOLVED THAT the Association for Education of the Visually Handicapped strongly supports any effort to provide supportive and educational services to visually impaired children and their families beginning at the child's birth.

Change in By-Laws: In response to stated need, your Board of Directors wishes to propose the following amendment to the AEVH By-Laws, Section 4. Bracketed duties are changed and *underlined* duties are newly assigned. This FOUNTAINHEAD statement is to be regarded as a formal presentation to the membership so that action may be taken at the business meeting during the July conference.

> "In addition to the usual duties, the President-Elect normally shall be Chairman of the Program Committee. The First Vice President normally shall be *Workshop Coordinator* (Chapter Coordinator and Chairman of the Membership Committee). The Second Vice-President normally shall be *Chapter Coordinator and Chairman of the Membership Committee* (Workshop Coordinator). The Immediate Past President normally shall be Chairman of the Nominating Committee."

You will readily recognize that what is proposed is merely a reversal of the duties of the first and second vice presidents. You will be asked to vote on this next summer.

POSITION STATEMENT

"The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually

BUDGETS FOR 1976
Regular Account

Projected Income

Membership	51,850	
Investments	3,300	
Chapter dues	800	
Conference Income	9,650	
Miscellaneous	400	
		66,000

Anticipated Expenditures

1	Contract with PRG, Inc.		
	1.1 Occupancy expense	*4,280	
	1.2 Personnel	21,000	
	Membership over contract	500	25,780
2	Office supplies		800
3	Equipment and equipment maintenance		1,600
4	Printing (non-stationery)		1,200
5	Stationery		1,000
6	Accountant's fee		600
7	Travel		
	7.1 Staff	800	
	7.2 Officers	1,300	2,100
8	Postage		2,600
9	Telephone		1,000
10	Professional activities		
	10.1 Publications	**8,100	
	10.2 WCWB	150	
	10.3 Braille Authority	500	
	10.4 ICEVH	800	
	10.5 NAC	100	
	10.6 Committee expense	200	
	10.7 Workshop expense	200	
	10.8 Miscellaneous	100	10,150
11	Life membership reserve funds		530
12	Chapter dues		800
13	Regional dues		**8,100
14	Conference & Selected Papers	9,650	
15	Reimbursables		—
16	Miscellaneous		90
			66,000

*Includes Rent, Cleaning and Insurance

**At 2700 Members

Publications Account

Projected Income		
$3 per member from regular account		$8,100
EVH Sales and Subscriptions		6,544
Fountainhead Sales and Subscriptions		100
		$14,744
Anticipated Expenses		
Editorial Costs		2,500
Printing Fountainhead		3,400
Printing EVH		
Ink Print	5,500	
Braille	2,520	8,020
Copyrights		24
Postage (including mailing permits)		800
Miscellaneous		—
		$14,744

handicapped to take a contributory place in society, ... (Constitution, Article II, Object)."

In line with the stated object of the Association for Education of the Visually Handicapped, the AEVH National Board of Directors brings to your attention:

1. A National Planning and Advisory Council for the White House Conference on Handicapped Individuals has now been appointed. Federal support for state conferences preceding the National Conference is authorized under Section 305 of Public Law 93-516, but this is contingent upon application by the chief executives of the individual states. Therefore, AEVH members are urged to contact their chief executive to request that their state seek Federal support for a conference on the state level to precede the National Conference.
2. In addition, the Board of Directors would like to urge AEVH members to promote the concept of making education a key component in both the national conference and the preceding State conferences. Communications should be directed to the appropriate state official as well as to:

The National Planning and Advisory Council for the White House Conference
c/o Office of the Secretary
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

REPORT OF THE STANDARDS COMMITTEE

For many years, AEVH (or its predecessor, AAIB) had a Standards Committee which contributed in many ways to the development of quality services and highly professional educational opportunities for blind children. However, a few years ago, your Board of Directors felt that there was no longer a need for the AEVH Standards Committee because the function of establishing high standards in all educational areas was being carried by most state departments of education, by the various educational accrediting agencies and associations, and to some extent by the National Accreditation Council within our own field.

Recent changes, especially in the day school setting, have prompted the reactivation of the Standards Committee. The tendency toward mainstreaming has minimized the special support often needed by children with visual handicaps, and too often teachers trained to work with visually impaired children are drawn into work with a wide variety of disability groups, leaving almost no time for the visually limited child. Changes in the residential school population call for new areas of emphasis in their programs and the skills of their teachers and other support workers.

To give additional support to the newly activated Standards Committee, the AEVH Board has allotted a sum from the monies provided several years ago by the Ladies Auxiliary of the Rural Letter Carriers Association to provide consultant aid by Dr. Geraldine Scholl of the University of Michigan and one of the leaders in our profession.

The Chairman of the Standards Committee is Andrew Papineau and among its members are William English of Wisconsin, Ann S. Henkel of Florida, Janie Fox Jones of Texas, J. Kirk Walter of Maryland, Don L. Walker of Virginia, and of course our President, Ferne Roberts of New York.

The first formal meeting of the group occurred on November 9, 1975 where further definition of the purpose of the committee strongly emphasized the fact that standards will be described not to bring pressure upon schools, but to serve as a model at the local level. One member expressed a need for a statement of what is unique about the visually handicapped child and therefore what is, specifically, needed for his education; often it is difficult for the teacher in the public school setting to defend the uniqueness of the VI child when there may be only one or two in an entire school system. The teacher is held accountable for the quality of education but he or she needs a guide, a rationale, a defense.

AEVH is not entirely alone in this concern, of course. Some of these things have been discussed at recent meetings of the State Education Consultants and the matter of competency based teacher education programs is currently being studied by the American Foundation for the Blind.

The Standards Committee therefore defined the primary focus of its initial work as standards as they relate to the individual child. This is inevitably a complex area because children differ very widely. However, under Dr. Scholl's guidance, the group devised a grid on which they could locate and give priorities to some of the questions they want to answer. Each Committee member agreed to work with a group of teachers to (1) identify areas which are of special importance in education of VI children, and (2) mark the grid with the consensus of the age level at which this instruction should begin. Committee members will return the forms to Dr. Scholl by February 1, and she will summarize the results of this preliminary step.

At a future date, a similar consensus will be sought from the AEVH membership. It is hoped that all of you will assist in this important task. If you have suggestions or questions about this project, you are invited to communicate directly with Dr. Geraldine Scholl, 1400 Country Club Road, Ann Arbor, Michigan 48105.

PERSONNEL

O & M Position: One Orientation and Mobility Specialist to work with our present Specialist; caseload would be with a diversified group of students, elementary level through secondary. Must have background with student teaching in regular education for the sighted as well as Orientation and Mobility training. Position open and can be filled immediately.

Contact Mr. Kenneth Hitzke, Staffing Specialist, Staffing Services Department, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201.

Chief of Children's Services: Plans, develops, and directs the statewide educational program for blind and visually impaired children. Responsible to the Agency head. Requires thorough knowledge of philosophy and methods of education of the blind and visually handicapped; thorough knowledge of eye diseases and psychological effects of blindness; some knowledge of braille instruction; ability to deal effectively with others; administrative and supervisory ability; ability in written and oral expression. Not less than ten years employment in educational work for the blind or visually handicapped, including two years in a supervisory capacity in an educational program for blind children.

Contact Mr. William E. Patton, ACSW, Director, Board of Education and Services for the Blind, 170 Ridge Road, Wethersfield, CT 06109.

REPORT OF THE MULTIPLE HANDICAPPED AND DEAF-BLIND WORKSHOP

On June 24, Dr. Everett Wilcox from the California School for the Blind introduced the members of the panel, all teachers from his faculty.

Merle Bell, a teacher of young multiple handicapped blind children, directed her presentation to the social-emotional development of these children, specifically to the development of a positive self-image. This development is achieved through stressing the child's successes, offering much praise, having a consistent daily routine with few rules which are discussed by the class, stressing good work habits, and answering the questions of concern to the children.

Theressa Merrick teaches adolescent multihandicapped blind, ages 16-20, whose academic levels range from preschool through 6th grade. She also stresses social-emotional growth with a curriculum oriented to skills needed after they leave school.

Jean Beals works with 5-9 year old multihandicapped and deaf-blind youngsters in the dormitory setting. She pointed out that those who work with these children outside the classroom deal primarily with self-help skills and social-emotional growth. She stressed consistency in handling each child and ample communication with the child's teacher. She suggested activities and techniques to employ with these children.

Arline Huckins, Home Arts and Crafts teacher, presented a film showing her group working on various sewing, knitting, crocheting, weaving, cooking and art activities.

On June 25, a panel composed of Dr. Gary Yarnall and Ms. Chigee Cloninger from the Louisiana State Department of Education and Mrs. Yvette D. Muller from the LaFayette, La., Parish School System presented a discussion and demonstration of behavioral analysis with deaf-blind children. Dr. Yarnall briefly summarized the rationale for such an approach. He emphasized that adequate programming with the correct schedule of reinforcement will allow for the spontaneous recovery of skills in the child who has been absent from the program over a long period such as summer vacation. Also, with behavioral analysis, the teacher or any other person coming into her class can know exactly what she is doing with each child and why.

Through lecture and slide presentation, Ms. Muller presented a total program developed for one totally blind, partially hearing girl. She then used slides and video tape to show three other programs with deaf-blind children in Louisiana.

On June 26, Dr. Bud Fredericks, Associate Director of Teaching Research, Oregon College of Education, presented a method of classroom organization and a curriculum developed by Teaching Research and used in the deaf-blind classes and in 35 multihandicapped classes in the Northwest Region. With this, the teacher becomes the classroom manager. She coordinates and guides the work of the volunteers in her class and works only with problem areas. An aide monitors behavior programs and runs some stimulation programs. The curriculum, stated in behaviorial objectives, is based on task analysis and uses reverse chaining. Copies may be obtained for a small fee by writing to Dr. Fredericks at Teaching Research, Monmouth, Oregon.

Officers: Co-chairmen: Nell O'Neal and Bill Williams, Arkansas School for the Blind; Recorder, Julie K. Jones, Mid-Atlantic North and Caribbean Regional Deaf-Blind Center, New York.

EQUIPMENT AND TECHNICAL ADVANCEMENTS

The Talking Computer: One of the most fascinating news releases to cross our desk recently comes from the U.S. Civil Service Commission, announcing that three blind information specialists will take part soon in a demonstration project to determine whether it is feasible and practical to retrieve data from computers in the form of electronically produced speech that is audible to the ear, as well as in the more traditional form of visible printouts.

The blind participants, who work in the Philadelphia area office of the Civil Service Commission, will be testing a unique new tool known as a speech synthesizer, which will enable them to hear answers to questions they have posed to a distant computer by typewriter. Currently, computer-stored information is retrieved for the sighted as printouts or on a video screen. If the demonstration project is successful, the new synthetic speech system can be an aid to blind employees. In fact, it would surely open to blind people a wide variety of jobs which are now impossible for them.

Other Digital "Talkies:" But we need not be tied in with a big computer to have our equipment talk to us.

Telesensory Systems, Inc., has rapidly been making improvements in its "Speech Plus" calculators and, for $395, now has a small, hand-held calculator which verifies all keystrokes aloud and answers with 24 different words from earphone or self-contained speaker. It is rechargeable, portable, and provides a variety of math functions at the touch of a key. This can be ordered now for February 1976 delivery. For more information contact Telesensory Systems, Inc., 1889 Page Mill Road, Palo Alto, CA 94304.

Master Specialties Company also has a talking calculator with excellent voice. It is portable but not small enough to be "hand-held" but it is possible to have an external speaker or head-set for private listening. For those who might want to work visually under certain circumstances, this unit has a visual display of large characters with good visibility. It provides the eight basic functions including memory and accumulative memory. A larger keyboard and the ability to switch with a turn of a control from hearing the voice at every key depression (which does slow the process) to working through most of a problem and checking only at choice points provides flexibility.

An interesting point is the fact that this voice production system has been so designed that it could be used with other than calculators. For example, it could be used to monitor various operating parameters of a radio station, thus opening to blind people engineering jobs which have in the past been pretty much closed.

For more information contact Master Specialties Company, 1640 Monrovia Avenue, Costa Mesa, CA 92627, or Mr. Ron Weisen at 32 Clements Bridge Road, Barrington, NJ 08007.

3-D Guitar Chords: This is a second and much revised edition of an already familiar book to enable blind non-braille readers (and braille readers, as well) to teach themselves guitar accompaniment. The diagrams, made of raised plastic, are very large and widely spaced on the page, ensuring easy readability. Black, extra-large print outlines every element of the diagrams. Five cassettes cover 6 months' self-instruction and make up a complete beginners' guitar course. The material has been painstakingly planned and tested over a 4-year period with visually handicapped students who ranged from the young to middle-aged. The complete package consists of the book, 5 cassettes, a printed outline of each cassette's contents, a capo, a pick, and a fret finder to help the visually handicapped in their early lessons.

Order from Natalie Lamken, 1724 17th Street, N.W., Apt. 72, Washington, D.C. 20009. Price $50 plus $3.00 to cover postage, etc.

Sonicguide: The Sonicguide is a mobility aid and environmental sensor designed to enhance and extend the mobility of a blind person who uses long cane or dog guide. Using reflected ultrasound, it provides information about distance, position, and surface characteristics of objects within the immediate environment of the user. A transmitter located in a pair of lightweight eyeglass frames produces ultrasonic sound. This sound is reflected from objects in its path to two receivers in the eyeglass frames, then converted by separate channels into audible sounds directed into the user's ears through small tubes. Effective application of the Sonicguide complements the cane or dog guide and results in safer, more confident and more efficient travel.

For more information contact Telesensory Systems, Inc., 1889 Page Mill Road, Palo Alto, CA 94304. Price $1,850.

Also from TSI: Telesensory Systems, Inc. is also the distributor of the Optacon and they have announced reductions in price so that Optacon, Model RIB is now $2,895.00 and the Optacon, Model RIC is $2,995.00.

Science for the Blind: This company continues to produce a number of instruments, aids, and special materials for the blind. Among them are the Audicator which can be adjusted to give a sound signal for a number of kinds of information such the presence of light, liquid level, etc.; the Aud-A-Ball, a football, soccerball, or volleyball with electronic, battery operated beeping system; the Aud-A-Dexer which places indexing tones on any tape or cassette; the Aud-A-Hurry which is a speech compressor; and a number of technical items.

For information and prices write to: Science for the Blind Products, 221 Rock Hill Road, Bala-Cynwyd, Pa. 19004.

Hand Right: A Motor Development System: Under this intriguing name is presented a remarkably flexible apparatus and a teacher's manual which guides the teacher in varied ways of using the apparatus to develop spatial awareness, motor skills of shoulder, arm, wrist and fingers, coordination, and especially directionality as applied to writing. A demonstration leaves one amazed at the many different ways the basically simple components of the apparatus can be combined with resulting motor tasks which vary from the very simplest to quite complex. Although the ultimate goal for which the equipment was originally designed was handwriting, it can be used to teach many important concepts to students for whom handwriting is far from an immediate goal. Apparently children are very attracted to the apparatus and often develop their own exercises. As many as three children can use the equipment at one time and it is recommended to levels K-3, special education, rehabilitation centers, and even as a remedial program within the home.

For information write to Motor Skills Research, Inc., 712 Inverness Drive, Horsham, Pa. 19044. Price $172.00.

PUBLICATIONS

APH

The Changing Status of the Blind: With the subtitle, *From Separation to Integration,* Dr. Berthold Lowenfeld tells us the theme of this, his newest book.

The first section of the book, entitled Historical Review, treats briefly the small evidence available about treatment of blind people before written history, then traces the historical records through three stages: separation, ward status, and self-emancipation, the latter including those who contributed to the beginnings of education for blind people, the contribution of Louis Braille, and the early European schools for the blind.

The second section, entitled Integration, traces the effects of forces favorable and unfavorable to integration and a few not too easily placed in either of those categories. By organizing the book in this way, Dr. Lowenfeld in effect writes a complete history of work with the blind plus a description of the present status of our field yet he manages to unify the very diversified facts around the question of contributing to integration of blind people into the total cloth of our society.

This book easily meets the high standards Dr. Lowenfeld has already set in his other writing, standards of complete coverage, accuracy, impartiality, all so well written that one can scarcely put the book aside until one has reached the last page.

Lowenfeld, Berthold. *The changing status of the blind: from separation to integration.* Springfield, Illinois: Charles C Thomas, 1975.

APH

Teaching the Visually Handicapped: This well organized little volume is perhaps primarily a basic text for college students who are preparing to make a career in the education of the visually handicapped, but it can be very useful to professionals already in the field for it is far from elementary.

Following a brief introduction which touches upon the history and philosophy of the field, a chapter on the adjustment of blind children in school takes up some of the possible reasons for maladjustment and some of the aids to healthy development. Peer associations are stressed. A third chapter specifically relates to integration of the visually handicapped child in regular classes, the various ways in which such integration is achieved, and the special responsibilities of teachers in each of those patterns of integration. A fourth chapter discusses the use of severely limited vision through low vision aids, special training, large print books, etc.

Separate chapters then take up the methods, materials, and adaptations for teaching reading, writing and spelling, listening, orientation and mobility, and physical education and recreation. A tenth chapter discusses the highly specialized adaptations needed in such areas as industrial arts, vocational training, art, use of diagrams and maps, home economics, the physical sciences, mathematics including arithmetic and geometry.

Another chapter deals with considerations necessary in the schooling of multiply handicapped blind children and finally a chapter discusses technology and the future. The length of the book (232 pages) forbids in-depth discussion of most of these topics, but many references are provided for the reader who wishes to pursue certain topics farther.

Hanninen, Kenneth A. *Teaching the Visually Handicapped.* Columbus, Ohio, Charles E. Merrill Publishing Company, 1975.

Light at the Tunnel End: Under this title, Leonard A. Robinson tells both his own story and the story of the development and passage of the Randolph-Sheppard Bill which established the special rights of blind people to start and run vending stands in federal buildings, and thereby opened a world of opportunity for independence.

The book is full of fascinating details and throws light upon personalities and events which greatly affected the development and success of the vending stand concept. As a total book, the contents would be rather mature reading for youngsters but it would be extremely informative to persons interested in legislation related to blindness and might well be supplemental reading at the college level. Mr. Robinson also discussed a number of blind persons who entered other kinds of work. Included are some statistics which reflect the growth and importance of the vending stand program.

Robinson, Leonard A. *Light at the Tunnel End.* Foundation for the Handicapped and Elderly, Inc., 1209 Burton Street, Silver Spring, Maryland 20910

MISCELLANEOUS

National Museum of Natural History: This section of the Smithsonian Institution is making a real effort to make many of its exhibits available to blind visitors. A "map of touchable objects" has been prepared and the museum sound system can, through By-word earphones, provide information. Currently they are in the process of developing cassette tape tours of the halls, emphasizing touchable objects. For groups, special tours can be planned.

For more information, contact Joan C. Madden, Coordinator, Office of Education, National Museum of Natural History, Smithsonian Institution, Washington, DC 20560.

Expectations 1975: This is the title of the annual Braille anthology of current children's literature, now available free to any blind American child in grades three through six. This year's anthology includes six books, selected chapters from three other award-winning books, and prize-winning stories submitted by young readers in a creative writing contest.

Children or any organization serving blind children who wish to receive the volume should write to Betty Kalagian, Braille Institute of America, 741 N. Vermont Avenue, Los Angeles, CA 90029.

Free for the Asking: A complimentary copy of the Index to *Training Film Profiles,* the career development audiovisual encyclopedia, along with samples and an invitation for a free sixty-day examination of this eight-volume media resource guide, is available from the publisher. Send your letterhead request to Olympic Media Information, Dept. 213, 161 West 22 Street, New York, NY 10011.

Selfhelp Through Collective Action: This is the title of a conference of about 100 blind youth held in Toronto, Canada, last May. The young people were brought together through an Unmet Needs Study funded by several aspects of Canadian government, and the purpose was to discuss common problems and seek information and positive solutions. The conference planners are very enthusiastic about the results and have printed a brief report of the conference, available in either print or braille, without charge, by writing Jo-Anne Balsom, Chairperson of Conference of Blind Youth, 575 Dufferin Street, Toronto, Ontario, Canada.

New Courses from Hadley: A free correspondence course, in braille or cassette form, is *Introduction to Business Management* which presents essential material on marketing, advertising, production, accounting, data processing, and law. The school also announces *Essentials of Nemeth: A Reading Course,* which teaches the braille code essential for all advanced study in the mathematics field.

For further information about either course write to Student Services Coordinator, Hadley School for the Blind, 700 Elm Street, Winnetka, IL 60093.

National Center for Grading/Learning Alternatives: This organization schedules short conferences and workshops, usually one or two days in length, around the country on various topics. Topics for this year are: Developing Alternative Learning Programs, Leadership Effectiveness and Planned Change (for school administrators, teacher leaders and parents), Developing Self-Directed Learners, and Toward the Year 2000 (a multimedia communications workshop).

For additional information, contact National Center for Grading/Learning Alternatives, 811 Foxdale, Winnetka, IL 60093.

Poetry Contest: A $1500 grand prize will be awarded in the current Poetry Contest sponsored by World of Poetry, a monthly newsletter for poets.

Poems of all styles and on any subject are eligible to compete for the grand prize or for 49 other cash or merchandise awards. Second place is $500.

According to contest director, Joseph Mellon, "We are encouraging poetic talent of every kind, and expect our contest to produce exciting discoveries."

Rules and official entry forms are available by writing to: World of Poetry, 801 Portola Dr., Dept. 211, San Francisco 94127.

A New O & M Association: The Illinois Association of Orientation and Mobility Specialists (IAMOS) was established on September 27, 1975, at an organizational meeting held at Hines Veterans Administration Hospital, Chicago, IL. The Officers of the new

Mobility Group are: President, Jann Floyd; Vice-President, Robert Gockman; Secretary, Noel Stephens; and Treasurer, Martha Wynn.

AAAS Launches Program for the Handicapped in Science The American Association for the Advancement of Science has officially launched its Project for the Handicapped in Science. The purpose of this initial project is to identify and explore barriers obstructing the entry and full participation of physically disabled persons to education and employment opportunities in science. Specifically, the project will seek to examine and evaluate ways in which the scientific professional associations and organizations of and for the handicapped can contribute to equal opportunities in science careers.

In order to build an ongoing and realistic program, AAAS needs the expert consultation of handicapped individuals who have experienced difficulties in receiving an education to be a scientist or in professional placement because of their handicap. *If you are a disabled scientist,* please identify yourself to Martha Redden, Director, Project on the Handicapped in Science, Office of Opportunities in Science, AAAS, 1776 Massachusetts Avenue, N.W., Washington, DC 20036. The project will not use, without permission, the names of individual scientists who respond.

COURSES IN THE FIELD OF EDUCATION OF THE VISUALLY HANDICAPPED

Once again we are making an attempt to list the colleges and universities in the United States that we know offer courses relating to education of the deaf-blind as well as the visually handicapped. Wherever the university has provided the information for us, we indicate whether courses are at the undergraduate or graduate level, whether financial aid is available and, for the first time, the closing dates for applications for financial aid and the closing registration dates. We also instructed colleges and universities to submit a brief description of the special aspects of their program. We have printed the information for the few schools that responded to this request. Each listing also provides the name of the person to whom interested students should write for more information.

Colleges are listed alphabetically, by state, with the following code:

*	Traineeships, scholarships or financial aid available
DD	Deadline date for applications for traineeships, scholarships or financial aid indicated
U	Undergraduate
GM	Graduate—Master's level
GD	Graduate—Doctoral level
CRD	Closing date for registration indicated

ALABAMA

Talladega College
Visually Handicapped & Deaf-Blind
Contact: John L. Parrish, Director
Rehab. Services, Ed. Program
Talladaga College
Talladega, Ala. 35160
Summer 1976: U
Academic year 1976-1977: U*

ARIZONA

University of Arizona
Visually Handicapped
Contact: Dr. Richard R. Champion
Dept. of Special Ed., College of Ed.
Un. of Arizona
Tucson, Ariz. 85721
Summer 1976: U GM
Academic year 1976-1977: GM*

CALIFORNIA

California State University, Los Angeles
Visually Handicapped
Contact: Dr. Rose-Marie Swallow, Assoc. Prof.
Dept. of Special Ed.
Calif. State Un., Los Angeles

5151 State Un.
Los Angeles, Ca. 90032
Academic year 1976-1977: M*

Deaf-Blind
Contact: Anne Galloway, Asst. Prof.
Same as above

San Francisco State College
Contact: Prof. Georgie Lee Abel
Prof. of Ed., Dept. of Special Ed.
San Francisco State College
1600 Holloway Ave.
San Francisco, Ca. 94132
Summer 1976: GM
Academic year 1976-1977: GM GD*

COLORADO

University of Northern Colorado
Visually Handicapped
Contact: Dean W. Tuttle
Assoc. Prof., Area Coord.
Un. of N. Colo.
Greeley, Colo. 80631
Summer 1976: GM GD
CRD 6/21/76
Academic year 1976-1977: GM GD*
DD 8/15/76
CRD 9/24/76

FLORIDA

Florida State University
Visually Handicapped and Multihandicapped-Blind
Contact: Dr. Gideon R. Jones, Coord., Visual Disabilities
College of Ed.
Fla. State Un.
Tallahassee, Fla. 32306
Summer 1976: U GM*
DD 5/1/76
CRD 5/17/76
Academic year 1976-1977: U GM*
DD 8/1/76
CRD 8/1/76

ILLINOIS

Illinois State University
Visually Handicapped
Contact: Dr. Evelyn Rex, Coord. — VH
Fairchild Hall 110
Dept. of Special Ed.
Ill. State Un.
Normal, Ill. 61761
Summer 1976: U GM*
DD 4/1/76
Academic year 1976-1977: U GM*
DD 6/1/76
CRD 8/1/76

Northern Illinois University
Visually Handicapped
Contact: Larry Hapeman, Ph.D., Coord., Prog. for Visually Impaired
223 Graham Hall
Northern Ill. Un.
DeKalb, Ill. 60115
Summer 1976: U GM
CRD 6/19/76
Academic year 1976-1977: U GM
CRD 8/21/76

Also has graduate program in Rehabilitation Teaching of Adult Blind and elective courses in: 1) Teaching A.D.L. to Blind, 2) Home Economics for Teachers of Blind, and, 3) Home Repair and Manipulative Crafts for the Blind. Has ample facilities and service to assist blind persons enrolled in any program in University.

MASSACHUSETTS

Boston College
Visually Handicapped
Contact: Dr. Ouida Fae Morris, Coord.
Div. of Special Ed.
Boston College
Chestnut Hill, Mass. 02167
Summer 1976: GM
Academic year 1976-1977: GM*

Deaf-Blind
Contact: Lawrence F. Campbell, Coord.
Div. of Special Ed.
Same as above
Summer 1976: U GM
CRD Opening day of classes
Academic year 1976-1977: U GM*
DD 4/1/76
CRD 4/1/76

The Boston College Program for Educators of the Visually Handicapped is of variable length (from 14 mo. to 21 mo.) depending on the level of entry into the program. Students who do not hold a certificate in regular education enter at Level I and enroll in a program of 21 mo. duration which allows them to receive an elementary teachers certificate as well as an approval as Teacher of the Visually Handicapped. Students who already have a teachers certificate in regular education enter at Level II and enroll in a 14 mo. program which leads to an M.Ed. and approval as a Teacher of the Visually Handicapped. For a student who has an undergraduate degree in education of the visually handicapped, an individually designed graduate program may be planned with the advisor to improve competencies in working with exceptional children. Students may receive dual training as teacher of the visually handicapped/orientation and mobility specialist. Persons who are trained in either of these fields may receive additional training in the second field, or students may enter planning to take the dual training which is of 20 mo. duration.

MICHIGAN

Eastern Michigan University

Visually Handicapped
Contact: Dr. Larry Geffen, Coord.
Dept. of Special Ed.
Eastern Michigan Un.
Ypsilanti, Mich. 48197
Summer 1976: U GM*
DD 5/1/76
CRD 4/30 and 6/15/76
Academic year 1976-1977: U GM*
DD 7/30/76
CRD 9/1/76

Michigan State University

Visually Handicapped
Contact: Mrs. Lou Alonso, Coord.
Prog. for Ed. of Visually Impaired & Deaf-Blind Child.
115-F Erickson Hall
Michigan State Un.
East Lansing, Mich. 48824
Summer 1976: U GM
Academic year 1976-1977: U GM GD*

Deaf-Blind
Contact: Same as above
Summer 1976: U GM
Academic year 1976-1977: U GM GD (* GM & GD only)

Wayne State University, Teacher Education Div., College of Education

Visually Handicapped
Contact: Dr. Kenneth A. Hanninen
Room 275, Ed. Bldg.
Wayne State Un.
Detroit, Mich. 48201
Summer 1976: U GM GD
CRD 6/23/76
Academic year 1976-1977: U GM GD
CRD 9/17/76; 1/7 and 3/31/77

Western Michigan University

Visually Handicapped
Contact: Prof. Donald Blasch, Chairman
Col. of Ed., Dept. of Blind Rehab.
Western Mich. Un.
Kalamazoo, Mich. 49008
Academic year 1976-1977: GM*

NEW JERSEY

Jersey City State College

Visually Handicapped
Contact: Dept. of Special Ed.
Jersey City State College
2039 Kennedy Blvd.
Jersey City, N.J. 07305

NEW YORK

Dominican College

Visually Handicapped
Contact: Sister Mary McCormick, O.P.
Director of Special Ed.
Dominican College
Western Highway
Blauvelt, N.Y. 10913
Summer 1976: U*
Academic year 1976-1977: U*

Hunter College

Visually Handicapped
Contact: Ferne K. Roberts, Coord.
Program in Special Ed.
Hunter College
466 Lexington Ave.
New York, N.Y. 10017
Academic year 1976-1977: GM
CRD 4/1 and 11/1/76

Teachers College, Columbia University

Visually Handicapped & Deaf-Blind
Contact: Prof. Robert A. Bowers
Box 32, Teachers College, Columbia Un.
New York, N.Y. 10027
Summer 1976: GM GD*
Academic year 1976-1977: GM GD*

OHIO

The Ohio State University, College of Education

Visually Handicapped
Contact: Dr. John Saylor, Asst. Prof.
Faculty for Except. Child.
356 Arps Hall
1945 N. High St.
Columbus, Ohio 43210

Summer 1976: U (5 yr. program) GM (* limited)
DD 5/1/76
CRD None
Academic year 1976-1977: GM (* limited)
DD 5/1/76
CRD None

Deaf-Blind
Contact: Dr. Gary D. Yarnall, Asst. Prof.
Same as above
Summer 1976: U (5 yr. program) GM (* limited)
DD 5/1/76
CRD None
Academic year 1976-1977: U (5 yr. program) GM (* limited)

OREGON

Portland State University

Visually Handicapped & Deaf-Blind
Contact: Ms. Madge Leslie, Prof. of Ed.
Special Ed. Dept.
Portland State Un.
Portland, Ore. 97202
Summer 1976: U GM*
CRD 4/30/76
Academic year 1976-1977: U GM*
CRD 4/30/76

PENNSYLVANIA

Kutztown State College

Visually Handicapped
Contact: Dr. Robert Buckalew, Chairman
Dept. of Special Ed.
Kutztown State College
Kutztown, Pa. 19530
Summer 1976: U
Academic year 1976-1977: U (* Pa. residents only)

University of Pittsburgh

Visually Handicapped
Contact: Prof. Ralph L. Peabody
Prog. in Special Ed.
4614 Henry St.
Pittsburgh, Pa. 15260
Academic year 1976-1977: GM GD*
DD Spring
CRD Spring

Students may also elect the additional competencies in Orientation and Mobility

Temple University

Visually Handicapped
Contact: Dr. Nettie Bartel
Director of Special Ed.
Ritter Hall, Temple Un.
Philadelphia, Pa. 19122
Summer 1976: GM GD*
Academic year 1976-1977: GM GD*

SOUTH CAROLINA

University of South Carolina

Visually Handicapped & Deaf-Blind
Contact: Dr. Arthur I. Weiss
Prog. for Except. Child.
College of Ed., Un. of S.C.
Columbia, S.C. 29208
Summer 1976: (VH only) U GM
Academic year 1976-1977: U GM*

SOUTH DAKOTA

Northern State College

Visually Handicapped
Contact: Dr. Irwin I. Kuske, Prof., Special Ed.
Box 662, Northern State College
Aberdeen, S.D. 57401
Summer 1976: U GM*
DD 4/1/76
CRD 6/8/76
Academic year 1976-1977: U GM*
DD 8/1/76
CRD 9/10/76

TENNESSEE

George Peabody College for Teachers

Visually Handicapped
Contact: Dr. Randall K. Harley, Prof.
Box 512, George Peabody College for Teachers
Nashville, Tenn. 37203
Summer 1976: U GM GD
CRD 6/9/76
Academic year 1976-1977: U GM GD*
DD 4/1/76
CRD 9/1/76

Multiple Handicapped
Contact: Dr. Stanley Bourgeault, Assoc. Prof.
Same as above

TEXAS

University of Houston

Visually Handicapped
Contact: Coord. of Special Ed.
Un. of Houston
3810 Cullen Blvd.
Houston, Tx. 77004

The University of Texas at Austin

Visually Handicapped & Deaf-Blind
Contact: Dr. Natalie C. Barraga, Prog. Coord., Visually Handicapped
Dept. of Spec. Ed., EDB 306
The Un. of Texas at Austin
Austin, Tx. 78712
Summer 1976: U GM
CRD 4/30/76

Academic year 1976-1977: U GM GD*
DD 4/1/76
CRD 7/15/76

UTAH

Brigham Young University

Visually Handicapped

Contact: Dr. John M. Crandell, Jr., Prof. of Ed. Psych.
255 College Hall, Lower Campus
Brigham Young Un.
Provo, UT 84602
Summer 1976: U GM GD*
DD 3/31/76
CRD 5/7/76
Academic year 1976-1977: U GM GD*
DD 1/31/76
CRD 7/6/76

VIRGINIA

Old Dominion University

Visually Handicapped

Contact: Div. for the Visually Impaired
School of Ed.
Old Dominion Un.
Norfolk, Va. 23508

University of Virginia

Visually Handicapped

Contact: Dr. Don L. Walker, Coord.
Visually Impaired Prog.
Dept. of Special Ed., Room 152
Ruffner Bldg.
Un. of Va.
Charlottesville, Va. 22903
Summer 1976: GM GD*
DD 3/1/76
CRD 6/14/76
Academic year 1976-1977: GM GD*
DD 3/1/76
CRD 9/2/76

Students in the Master's Program may choose either the conventional program or a specialization in Visual Impairment and Learning Disabilities, Interrelated (VI/LD). The latter is a competency-based program, delivered through a series of instructional modules. In either case the program works best if begun in the summer preceding the full academic year of study. For students interested in the pursuit of certification requirements or the M.Ed. degree on a part-time basis, the program schedule is now arranged so that nearly all courses can be taken during three-week summer sessions, or in evenings during the academic year.

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Our Cover: The modern facilities of the American Printing House for the Blind—in relation to the education of visually handicapped children and youth, the most important building in Louisville, Kentucky, *and* an important contributor to the success of the 53rd Biennial Conference!

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AEVH NEWS

No Preliminary Ballot: Again, the call for nominations for officers of the international association has resulted in so small a number of nominations that there is no need for a preliminary run-off ballot.

You will recall that, in an effort to get more direct involvement of the membership, the AEVH By-Laws were changed a few years ago to allow for nominations by mail with the provision that there would be a preliminary ballot if the numbers nominated were so large that such a preliminary ballot would be necessary. This year, your nominations forms were printed on the last two pages of the September issue of FOUNTAINHEAD, and we rather hoped that we might receive nominations from a great many of you. This has not occurred. Consequently, the regular ballot will mailed to all voting members on April 1 as provided in the By-Laws. At that time a ballot for regional officers (a different ballot for each region) will be included in the mailing. Please fill out both ballots and return, by mail, to your central office so that the envelope will be received in Philadelphia no later than May 1.

Come to Louisville: Of course, the big news at this point is your 1976 Conference. Under the able leadership of your President-Elect, Bill McConnell, the Program Committee has developed an excellent series of meetings with top speakers. It is hard to believe that AEVH conferences get better with each biennium, but when you read this program I am sure you will agree this is the very best! See the program pages of this FOUNTAINHEAD.

Meanwhile, your Host Committee

is developing a lot of fun things to do that go with lazy mid-summer in a river town—and in a year when we are all in tune with our history as we celebrate the 200th birthday of the United States. If you ever thought that there was nothing exciting to do in Louisville, the Host Committee will teach you otherwise! Come and be part of it!

Don't forget that our Exhibit Area is going to play up history, too. We are inviting all exhibitors to add a bit of extra space and show off the early models and stages of development of their wares. Perhaps some of the schools which do not ordinarily exhibit would like to get into the act. What are your roots? What contributions has your agency or school made to the history of education of visually handicapped children? Bring pictures, books, equipment, products which will make the past come alive for all of us. This exhibit will be as good as all of you make it! Write for additional information including exhibit booth prices.

Workshop Programs: Remember that each workshop must develop its own programs. The 2nd Vice President, Dr. Umsted, is in touch with workshop officers, but do not wait to be prodded. The program for the entire conference shows the hours of your workshops. You have three sessions, each an hour and a half in length. You can make them into three great meetings about your special area of concern. These programs must be printed in the final conference program and to accomplish that, please try to get topics and speakers into the central office by May 1. Printing takes time! You will have a better program if you start working on it early so you have time to get the speakers you want.

Membership: Frankly, membership enrollment is not going so well. As of this writing, in late January, AEVH has about 100 less members than a year ago. This is especially discouraging because at the meeting of the Membership Committee, on November 9, 1975, each region accepted and set for itself goals of growth as shown below:

	1975	1976
Northeast	184 + 66 =	250
Middle Atlantic	406 + 44 =	450
Southeast	511 + 89 =	600
North Central	586 + 64 =	650
South Central	327 + 73 =	400
Western	291 + 59 =	350

Combining these figures with the anticipated foreign members, AEVH would just exceed the budgeted membership. Last November, everybody believed this was possible. Come on, let's make it a reality!

Support for Library of Congress: Perhaps you have already heard that a new building, to be called the James Madison Memorial Library, is planned for the Library of Congress and is supposed to be ready for occupancy in 1979. However, already there has been an effort to steal it away and make of it a fourth House office building. Along with a number of other concerned associations and agencies, your President, Ferne Roberts, wrote a letter of protest at this planned expropriation of the building which Library of Congress needs so much for all of its functions, including the service to blind and physically handicapped people. Mrs. Roberts received a response from Teno Toncalio, Chairman of the Subcommittee on Public Buildings and Grounds, saying that a compromise has been worked out so that only 5-7% of the space would be lost. We all hope this is true!

AEVH 53rd Biennial Conference Program

July 5-9, 1976
Galt House
Louisville, Kentucky

BUILDING IN 1976 –

ON THE PAST

FOR THE FUTURE

Monday, July 5, 1976

2:00 P.M. Conference Registration Opens

3:00 P.M. Workshop Officers' Meeting

8:00 P.M. General Session I

Chair: Ferne K. Roberts, AEVH President

Invocation
Welcomes
Response

Keynote Address: Finis E. Davis, Vice President and General Manager, American Printing House for the Blind

"Education of the Blind: Using the Past to Challenge the Future"

Benediction

9:30 P.M. Reception

Tuesday, July 6, 1976

9:00 A.M. Association Business Meeting I

Chair: Ferne K. Roberts, AEVH President

Report of the President for the 1974-76 Biennium
Report of the Secretary-Treasurer
Other business

10:00 A.M. to Noon Concurrent Sessions I

A. *Early Intervention*

Chair: Dr. Verna Hart, University of Pittsburgh

"Who Are the Children?" – Verna Hart, University of Pittsburgh

"Governmental Programs for Them" – Josephine Taylor, Educ. Program Officer, Bureau of Education for the Handicapped, U.S. Office of Educ.

"Materials Available to Teach Them" – Fay Leach, American Printing House for the Blind

Tuesday, July 6, 1976

10:00 A.M. to Noon Concurrent Sessions I (cont'd)

B. *A National Overview of the Effects of Mandatory Special Education on Programs for the Visually Impaired*

Chair: Dr. Nancy J. Bryant, Superintendent, Michigan School for the Blind

Panel: Nancy J. Bryant, Paulette Barnes, Kansas St. Dept. of Educ.; Harold Hodges, Kansas St. Dept. of Educ.; Larry Vuillemot, Dir. of Sp. Ed., Lake & McHenry Counties; D. Gary Coker, Prin., Tennessee School f/t Blind; Fred L. Sinclair, Consultant, Ed. of the Vis. Impaired, Calif. St. Dept. of Ed.; Janie Fox Jones, Chief Consultant, Div. of Spec. Ed., Texas Educ. Agency; Charles R. Borchert, Supt., School for the Blind, Grand Forks, N. Dakota.

C. *Sight Utilization: Jo-Ann – Working Together to Help Her See*

Chair: York Hudgins, Asst. Dir., Special Educ., DeKalb County Schools

"The Contribution of the Optometrist" – Daniel D. Gottlieb, Optometrist, Atlanta, Ga.

"The Contribution of the Vision Consultant" – Pat Carpenter, Consultant for Vis. Impaired & Multihandicapped, DeKalb Co. Schools, Decatur, Ga.

"The Contribution of the Resource Teacher" – Carolyn Shorkey, Resource Teacher, DeKalb Co. Schools, Decatur, Ga.

2:00 P.M. Group I Workshops

3:45 P.M. Group II Workshops

7:00 P.M. Special Interest Group Meetings

A. Task Force on Sex Education/Sexuality – "Sexuality Guides"–

Chair: Robert Dodge, San Mateo County School System

B. State Educational Consultants for the Visually Handicapped–

Chair: William J. Duckworth, Consultant for the Visually & Physically Handicapped

C. Instructional Materials Centers–

Chair: Nan Dempsey, N.J. Commission f/t Blind

Wednesday, July 7, 1976

9:00 A.M. General Session II

Chair: Ferne K. Roberts, AEVH President

Speaker: Josephine L. Taylor, Education Program Officer, Bureau of Education for the Handicapped, U.S. Office of Educ.

"Mainstreaming Visually Handicapped Children and Youth, Yesterday, Today and Tomorrow"

10:00 A.M. to Noon Concurrent Sessions II

A. *Accountability: Professional – Paraprofessional*

Chair: D. Gary Coker, Prin., Tennessee School f/t Blind

"The School and Standards" – Carl R. Augusto, Staff Associate, National Accreditation Council, New York

"Teacher and Competencies" – Susan Spungin, Ed.D., Educational Consultant, American Foundation for the Blind, New York

"The Classroom and Outcomes" – Nancy Bryant, Ph.D., Supt., Michigan School for the Blind

"Paraprofessional and Training" – Dianna Gruman, Ph.D., Director, Plymouth Center for Human Development, Michigan

B. *Papers by AEVH Members*

Chair: William McConnell, Supt., Virginia School at Hampton

"Individualized Learning for the Visually Impaired Student" – Janet Simon, Educ. Dir., Western Penna. School for Blind Child.

"The Use of Experience Stories in Beginning Reading" Ouida Fae Morris, Ph.D., Coordinator, Div. of Spec. Educ., Boston College

"The First Olympic Games for United States Blind Athletes" – Charles Buell, Ed.D., Chmn., Com. for Olympics f/t Blind

C. *The Severely Handicapped*

Chair: Edwin K. Hammer, Ph.D., Asso. Prof., School of Human Development, Prog. in Spec. Ed., University of Texas at Dallas

"Results of a Study of a Comprehensive Delivery System to Multi-handicapped, Visually Impaired Children" – Stanley E. Bourgeault, Ed.D., Asso. Prof., Spec. Educ., George Peabody College, and Randall K. Harley, Ph.D., Prof., Spec. Educ., George Peabody College

Wednesday, July 7, 1976

10:00 A.M. to Noon Concurrent Sessions II (cont'd.)

C. *The Severely Handicapped* (Cont'd.)

"Use of Low Vision Aids to Supplement Large Print Materials" – Marvin Efron, O.D., Ph.D., Professor, Program in Spec. Educ., University of South Carolina

"Composite Data of Program Services to Deaf-Blind Children in 1976" – Robert Dantona, Coordinator, Centers & Services for Deaf-Blind Child., Bureau of Educ. f/t Handicapped, Washington, D.C.

2:00 P.M. Group II Workshops

3:45 P.M. Group I Workshops

7:00 P.M. Special Interest Group Meetings

A. Task Force on Sex Education/Sexuality – "Two Programs from California"–

Chair: Robert Dodge, San Mateo County School System

B. Psychologists and Evaluators – "Assessment" –

Chair: Rose-Marie Swallow, California State University, Los Angeles

Thursday, July 8, 1976

9:00 A.M. Association Business Meeting II

Chair: Ferne K. Roberts, AEVH President

Report of the Executive Secretary for the 1974-1976 Biennium
Resolutions
Other Business

9:45 A.M. to
11:15 A.M: Group I Workshops

11:30 A.M. to
1:00 P.M. Group II Workshops

1:00 P.M. through the afternoon
Tours and informational sessions at the American Printing House for the Blind

7:30 P.M. to
10:30 P.M. Sunset Cruise on The Belle of Louisville, one of the last sternwheel steamboats still on the Mississippi! Pre-registration required.

Friday, July 9, 1976

9:00 A.M. General Session III

Chair: Ferne K. Roberts, AEVH President

Speaker: Carson Nolan, Director, Dept. of Educational Research, American Printing House for the Blind

"Educational Materials Yesterday, Today and Tomorrow"

10:00 A.M. to Noon Concurrent Sessions III

A. *Task Force on Sex Education/Sexuality*

Chair: Robert Dodge, San Mateo County School System

"Recommendations and Needs in Sexuality for the Visually Impaired" – SEICUS/AFB

"An Area of Concern" – Research

B. *Communications –Listening and Touch*

Chair: Edward P. Berlá, Coordinator of Teacher Training Program, University of Louisville

"Braille Reading – Past, Present, Future" – Hilda Caton, Behavioral Research Scientist, American Printing House for the Blind

"Tactile Relief Maps for the Blind – Past, Present and Future" – Lawrence H. Butterfield, Jr., Behavioral Research Associate, American Printing House for the Blind

"Tactual Skills in Reading Embossed Displays" – Edward P. Berlá

"Search and Retrieval in Tape Recorded Text" – Emerson Foulke, Professor of Psychology, Director of Perceptual Alternatives Laboratory, University of Louisville

"What's New in Listening Devices from APH" – June E. Morris, Behavioral Research Scientist, American Printing House for the Blind

C. *Adapting Physical Education and Recreation*

Chair: Moe Haralson, Principal, Indiana School for the Blind

"Mainstreaming Physical Education" – Moe Haralson

"Physical Education and Recreation for Elementary Students" – Ralph Brewer, Dean of Students, Tennessee School for the Blind

"Outdoor Recreational Activities" – Rosemary Frank, Teacher, Oregon State School for the Blind

"Swimming and Other Aquatic Activities" – Judy Whyte, Girls' Athletic Director, Indiana School for the Blind

CHAPTER NEWS

From the Florida Chapter: It seems that the funding supporting educational programs for visually handicapped children has been threatened in Florida. So what's new, you ask. Where has it not been threatened?

The news is in what the Florida AEVH Chapter did about the matter. No letters of complaint. No march on the legislature. Instead, they started some positive thinking by getting the Governor to proclaim a "Vision Program Awareness Week." Three chapter leaders traveled to Tallahassee to accept the proclamation from Governor Reubin Askew. In Volusia County, the public school program, the Bureau of Blind Services, and the Daytona Beach Rehabilitation Center joined hands to set up a display in a large shopping mall. Legislators, school board members, and parents were invited to open houses during the week. And of course the media were involved!

Duval County had a parents' meeting with teachers and representatives of the Bureau of Blind Services. The Mayor received the Governor's proclamation, and legislators and parents attended open houses. A local paper planned a human interest story about a student but gave much credit to the school program.

In Pinellas County, several radio shows were taped and public service announcements also gave extensive coverage to the week. A slide presentation was shown at the School Board meeting and open houses pulled in legislators and parents and the community.

And so it goes. Think what you could do with an idea like this all over your own state!

REPORT OF THE INDUSTRIAL ARTS WORKSHOP

On June 24 the discussion centered in "New Programs in Industrial Arts." Charles Varsolona stated that although 7th and 8th Grade General Shops are on the traditional side, many high school pupils at Arizona State School are drawing minimum hourly wages at local establishments. Much of their finances for pupils working on campus comes from Lions Clubs in the area. They are fortunate to be able to use equipment from the School for the Deaf for some of their mass production projects. As usual, they find it much easier to place the partially sighted as compared to totally blind pupils.

On June 25, discussion was more general. In order to be eligible for federal funding it was resolved to refer to Industrial Arts as Pre-Vocational.

In order to keep up with what is going on in other states, the exchange of video tapes related to our Pre-Vocational programs is encouraged.

The group went on record as recommending the book, *General Shop* by Chris H. Groneman and John L. Feirer, latest edition, to APH. At present no braille material is available in this area.

The group agreed that for the next AEVH conference, only two workshops would be necessary.

Isaac Clayton reported that at the Maryland School their public relations program has been so effective that they have more position openings than they have pupils to place.

Officers for the next biennium are: Ned Olson, Chairman, and Charles Maes, Recorder.

Charles Maes

REPORT OF THE INTERMEDIATE GRADES WORKSHOP

On June 24, the meeting opened with discussion of ideas members would like to recommend to their regional officers for discussion at regional workshop meetings.

The speaker, Robert Farrell of the Maryland School for the Blind, then gave the "Definition and History of Instructional Objectives." He stressed the four components of an instructional objective as:

1. The specification of the learner—who is to exhibit the observable performance?
2. The unambiguous and observable action—what observable performance is the learner expected to exhibit?
3. The conditions under which the learner is to exhibit the performance—What materials, directions, or restrictions (if any) are provided for the learner at the time of testing?
4. The level of acceptability—what constitutes an acceptable response?

Mr. Farrell then passed out samples of instructional objectives—nine action verbs for constructing behavioral objectives and a sample hierarchy for reading readiness.

At a second meeting, Dr. Charles Buell spoke on "Games and Activities to Develop Motor Skills." He feels that the physical education program should be on a level with the academic areas and that it should involve active participation and not just keeping score or playing checkers or being a spectator. For such goals as posture and motor skills, he feels it is necessary for the physical education teachers and the classroom teachers and mobility instructors to cooperate and work as a team.

Dr. Buell also pointed out that he feels students should not participate in activities where it is obvious that they are continuously going to be defeated, such as a basketball team that would play sighted youngsters of their own age. He feels there are enough positive activities and games where they would have a chance to win.

Dr. Buell fells that one important area in need of improvement is the attitude of teachers and administrators to open their classrooms to allow blind students an opportunity to participate; a federal law states that where federal money is used, schools cannot deny a blind youngster any classroom opportunity.

The film, *Physical Education for Blind Children,* was shown, depicting a wide range of games and activities for blind participants.

Officers for the 1974-76 biennium are: Chairman, Norman Anderson, MD; Co-Chairman, Will Evans, KY; and Recorder, Frances Thomas, MS.

Norman Anderson

REPORT OF THE ITINERANT AND RESOURCE TEACHER WORKSHOP

"What is an Itinerant Program?" Al Lopez, Itinerant Teacher, Humboldt Co., CA

I. Philosophy behind itinerant programs

Human characteristics and possible combinations of handicapping conditions and visual impairment as differences were discussed. The philosophy behind itinerant programs is that visually impaired children are more like the general population than they are different and, therefore, the public school should include them in their regular school programs.

II. Educational responsibilities

It is the public schools' responsibility to provide an education for visually handicapped children. This does not rule out residential schools, but the population of residential schools is changing toward more multi-handicapped children. In California, school placement is determined by an Admission Procedures Committee. Itinerant and resource programs help children overcome barriers that they meet in public school programs so the visually handicapped child can take full advantage of the regular school program. The plan is to take service to the student at his neighborhood school and to work with the student in relation to problems that are the result of his visual impairment.

III. Components of an itinerant program

(A) Students
(B) Parents
(C) School
(D) School personnel
(E) Itinerant personnel
(F) Materials or equalizers: magnification, large print, recordings, readers, braille, Optacon, abacus, photocopy, aids and appliances
(G) Office and storage space
(H) Financial backing
(I) Itinerant program
(J) Transcribing service

IV. Problems of itinerant teachers

(A) Time factor and scheduling difficulties
(B) Obtaining materials for students
(C) Locating a place to work in public school building
(D) Role definition and public education

"New Teaching Materials for the Handicapped," Lois Harrell

The group discussed various areas of Lois Harrell's book, *Tactile Teaching Guide: A Handbook for Introducing Basic Concepts Through Sense of Touch.* This book has a variety of activities for many age levels and contains specific instructions for teacher-made materials. Some of the ideas are listed below:

A. Finger Fun Series booklets were shown.

Book 1 – Gives basic tactile observation experiences as well as an introduction to basic shapes and braille number pages.
Book 2 – Gives a series of developmental tactile exercises to teach primarily directional concepts on a page. Color recognition for the partially sighted, shapes and counting exercises are also covered.
Book 3 – Gives a child an understanding of top and bottom of a page through tactile exercises. Counting activities and page recognition are also covered.
Book 4 – Gives the child a variety of reading readiness experiences such as finding similarities and differences in tactile objects and shapes.

B. Various ideas for worksheets were displayed. The particular worksheets shown gave practice in number concepts, shape identification and quantities.

C. A design for answer sheets to be used independently by a blind student for multiple choice testing was displayed.

D Tactile Trace Cards for the partially sighted student were displayed. These cards had letters and numbers in a very distinct print as well as a textured outline for the student to trace.

E. Tactile Matching Activities cards were presented. These teacher-made cards can be reused by students in helping them to match similar shapes on small cards. Similar cards were shown that could be used to reinforce number concepts such as comparison quantities, addition and subtraction.

F. Braille Vest. This was an actual vest to be worn by a student. On the back were six braille dots to correspond to the braille cell. The teacher can press the various dots to help the child internalize the shape of the braille cell. Other pieces could be attached to the back of the vest to teach basic shapes.

Poems about shapes and stories about shapes were also displayed. All of the materials displayed can be teacher-made. Specific instructions are available in Lois Harrell's book, as well as teaching suggestions.

"Liberia, Africa, Begins An Integrated Program for the Visually Handicapped,"
Geri Chandler, Itinerant Teacher, Palo Alto, CA

Ms. Chandler presented a very informative program about how Liberia began a program for visually handicapped children. The itinerant program began at the request of the Liberian Ministry of Health and Welfare. There had been no program prior to 1973 when Dr. Jeanne Kenmore, American Foundation for Overseas Blind, initiated planning for an itinerant program. The concept of a school for the blind was rejected due to cost factors, and an itinerant program similar to U.S. programs was adopted. The three problem areas in initiating the program were: (1) identification of children as visually impaired; (2) location of teachers to work in the itinerant program; (3) training of transcribers.

Dr. Kenmore, Ms. Chandler and Fred Sinclair from the California State Department of Education spent several weeks in Liberia training teachers and transcribers. After overcoming hurdles such as lack of proper funding, lack of materials and supplies and political differences, the itinerant program began in March of 1974. At the onset of the program, there were two trained teachers and eight children.

The job responsibilities of the itinerant teachers were listed as follows:

1. Give one hour per day tutoring each blind child
2. Consult with regular classroom teachers
3. Visit families
4. Screen blind children for entrance into program
5. Vision screening of general school population
6. Make special materials: Large print, braille or tangible aids
7. Assist regular teachers to help low-visioned children use their vision most effectively

Geri Chandler shared information about Liberia, its educational system and Peace Corp work during a question and answer session.

Carol Snyder

REPORT OF THE MATHEMATICS WORKSHOP

The content presented and discussed by participants in the Mathematics Workshop might be divided into two broad categories, Nemeth Code and instructional aids and techniques.

Mrs. Joyce Van Tuyl, a volunteer teacher of braille transcribers in Los Altos, CA, distributed a list of Nemeth Code indicators which have no counterpart in print but are necessary if the braille reader is to fully understand mathematics notation. She described the application and significance of alphabetic, capitalization, and type indicators. Both fraction indicators and numeric indicators were also included on the braille reference sheet and discussed by Mrs. Van Tuyl. Other symbols discussed were modification, level, and shape indicators. Though the details and examples presented have been omitted from this report, a great deal of information was presented in a short time.

Mrs. Sue Young of the Tennessee School for the Blind reported that the first draft of an abbreviated teachers' guide to the Nemeth Code had been completed. It is hoped that a second draft of this guide – which presents braille symbols frequently used by elementary teachers – can be offered to APH for their consideration in the fall of 1974. It was suggested that the manual be extended for use at the secondary level. Nancy Lindsay of Poway, CA, volunteered to work on such a manual.

In the area of instructional aids and techniques, Katherine Cooper and Dennis Schaltz of the Lawrence Hall of Science of the University of California described their interest in the development of science materials that can be used by blind students. Lawrence Hall is a nonprofit research organization which welcomes suggestions from teachers regarding their instructional needs. The workshop participants were led to explore and discover concepts using stethescopes, bubble-board graphing aids, and tape measures marked in centimeters. It was recommended that in presenting the metric system teachers give students ample opportunity to measure and compare quantities in the metric system and ignore problems in converting from English to metric and visa versa. Whether stated directly or inferred from the activities, the implication of the presentation seemed to be that children should be given the time and opportunity to explore and discover relationships for themselves.

Dr. Mae Davidow used an electronic abacus to explain addition, subtraction, multiplication, and division on the abacus. The advantage of the electronic abacus is that it can be used by blind instructors to present abacus calculation to groups of sighted students. Dr. Davidow recommended a given bead manipulation procedure, but comments from the group suggested that one should also consider individual differences.

Officers chosen for the 1974-76 biennium were Dr. Warren Germain, Chairman; Thurman Perkins, Co-Chairman; and Suella McCrimmon, Recorder.

REPORT OF PHYSICAL EDUCATION WORKSHOP

The first session of the workshop was attended by fifteen individuals with Jack Pitzer serving as Chairman. The ophthalmologist scheduled to speak was unable to attend, so Dr. Charles Buell's motion picture *Physical Education for Blind Children* was shown. This shows blind children of all ages participating in a wide variety of vigorous physical activities, both in public and residential school. The film may be rented from Campbell Films, Saxtons River, VT 05154.

The members of the workshop then turned their attention to a discussion of the new Life Sports Program for the high school students at the Michigan

School for the Blind. The class emphasizes skills that will enable the student to participate in recreational activities in the community. Each six weeks five activities are offered from which a student chooses one. Male and female students are in most classes, and provisions are made for beginning and advanced levels. Some of the activities offered are jogging, bowling, biking, hiking, swimming, body conditioning, weight training, dancing, winter sports and yoga. A certain amount of bowling and swimming is required. Otherwise, there is freedom of choice on the part of students. Four instructors are involved in the program of Life Sports.

The second session was devoted to a live demonstration by children, some blind and some sighted, in movement education. Dr. Laura Kratz of Bowling Green State University was the leader. The upper elementary school children were asked to do some thinking as well as exercising. For example, the children were asked first to support the body on one of its parts. The children stood on either the right or left foot. The children then supported themselves on two, three, four and five body parts. Responses to each requirement varied. The children were then asked to move from one place to another using as many different ways as they could think of. Some of the forms of locomotion used were walking, running, skipping, hopping, crawling, jumping with feet together, crab walking, walking on hands and feet, crawling on stomach, sliding on back using feet as pushers, etc. Dr. Kratz showed some of the physical approaches to overcome tension and to achieve relaxation. She asked the children to perform activities which would break up their "held positions." One way was to swing one arm, then both arms. This was followed by swinging one leg and then the other. Bending the trunk forward and backward and then right and left. The children performed slow rolls on the mat.

The above activities and many more are described in Dr. Kratz's new book *Movement Without Sight*, Peek Publications, Box 11065, Palo Alto, CA 94306. This and other Peek publications were on sale at the convention.

The emphasis of the third session was changed at the last minute when Phil Hatlen was unable to attend and speak on behavioral objectives. Instead, a lengthy discussion of the problems of establishing national records for visually handicapped boys and girls took place. Here are some of the important issues raised:

1. In both the EAAB and NCASB track programs students are divided into two groups depending upon the amount of vision. Students with less vision fall into "restricted" or "blind" classifications. It was pointed out that even in this classification the vision of students varies from total loss of vision to travel vision. Actually, most of the records for the blind are held by students who have travel vision. It is evident that records for the blind will not be very meaningful until a much more precise definition of blindness is used.

2. It was pointed out that some national records are not open to some visually handicapped students. This is because some schools do not have running tracks or have running tracks that are shorter than 50, 75 or 100 yards. Furthermore, the manner in which students in one school might be able to run a 440-yard dash or a 600-yard dash would vary from that in another school. There is a definite need for standardization of facilities, particularly in residential schools for the blind.

3. Since only a few schools for the blind participate in state track meets, it was pointed out that such records as the 2-mile run, discus throw, running

triple-jump, etc., are open to only a few visually handicapped students. However, if records in the traditional events are not recognized, visually handicapped boys and girls in public schools would have little or no opportunity to strive for national records.

To reach any consensus of opinion on these and other similar problems would require the meeting together of a large number of representatives of various areas of athletics for the visually handicapped. To hold such a meeting a number of major obstacles must be overcome.

For the time being, the present system of applying for national records will continue. Applications should be sent to Dr. Charles Buell, Chairman, AEVH Track and Field Rules Committee, 33905 Calle Acordarse, San Juan Capistrano, CA 92675.

REPORT OF THE PRESCHOOL AND KINDERGARTEN WORKSHOP

On June 24 the group discussed "Learning to Learn in the Preschool and Kindergarten Years" with Sally Mangold and Enid Lindholm of Castro Valley, CA as resource people. They told a little of how they work together, such as weekly conferences to preview lesson plans and plan needed materials. Mrs. Lindholm said it helped other pupils to have a blind child in the class and that the major thing she tried to remember was to interpret the activity in the room for the blind child.

Group discussion then turned to the subject of parent education. Experiences were exchanged with some discussion of the strengths and weaknesses of group meetings for parents of visually impaired children. Individual counseling requires finding where the parent is in the understanding of child development, helping her observe the development of sighted children, and working with her to define goals for her blind child and methods of reaching the goals.

On June 25 Leo Bailey of the California School for the Blind and Tom Trevena of the Alameda County Schools, CA, discussed "Orientation and Mobility in Preschool and Kindergarten." They said that successful cane instruction must be preceded by premobility experiences which include the following areas:

1. Mobility – walking in a variety of surroundings such as the city, park, neighborhood, or rural area. Point out and describe the various areas for the child and indicate objects, such as signs, buildings, planters, fire alarm boxes, etc.
2. Experiences – a variety of concrete experiences to develop accurate concepts, such as riding on a sailboat or a cable car.
3. Body Awareness – body parts should be consistently taught so that the child knows accurately the label for each part of the body, also laterality, concepts of large-small, heavy-light, etc.
4. Descriptive Words –directions of the compass, under, below, close, to the side, etc.
5. Tactual Experiences – thermal concepts of hot, cold and cool, shade, corridors, etc.
6. Texture Experiences – a variety of textures including rough, smooth, furry, metal, brick, black top, and other surface textures.
7. Kinesics – to develop proper gait and balance and agility can be taught in conjunction with physical education.
8. Auditory Experiences – use records and sound stories to teach sounds as well as actual contact with sound-making sources. Give the child an opportunity to localize sound. A goal locator may be helpful.

9. Olfactory Experiences – help child identify and localize familiar smells. Use the "scratch and sniff" books.
10. Responsibility – give the child tasks, such as walking the dog or vacuuming, which require mobility.
11. Attitudes – work toward developing positive attitudes toward self, parents, school, etc.
12. Techniques – teach upper arm, trailing, and other simple mobility techniques.

Basic terminology and techniques should be known by teachers, dormitory counselors and parents. As we physically move children about, proper terms should be used about their activities. Simple routes around the child's neighborhood should be taught.

The LP record #605-07, "Listening and Movement," has simple lessons for teaching body concept. It is available from Educational Activities, Inc., Freeport, NY 11520. Three other useful resources are:

"O and M Curriculum Guide," Texas School for the Blind, 1100 W. 45th St., Austin, TX 78756.

Kent Wardell's "Workbook on Sensori-Motor Development." California State University at Los Angeles, 5151 State University Dr., Los Angeles, CA 90032.

Materials for multi-handicapped, East San Gabriel School for the Multi-Handicapped, Gordon Elementary School, Mauna Loa, Glendora, CA.

General discussion by the group indicated possible effectiveness of a newsletter directed toward home teachers or counselors of the visually impaired preschooler. Names for this mailing list were collected. Additional persons who wish to receive a regular bulletin with lists of materials should send their names and addresses to Oregon School for the Blind, 700 Church Street, S.E., Salem, OR 97310.

On June 26, a discussion related to "Who Am I" – development of self-image in preschool children with Linda Deusler of Walnut Creek, CA, and Donnise Shidler, Oregon State Department of Education, as resource people. Development of a positive image depends upon all the things discussed in the first two workshops, but also upon social experiences. It is important that a young visually impaired child have the opportunity to learn about himself in relation to others through experience in a good nursery school with skilled teachers.

Mrs. Deusler enrolls children with various exceptionalities in her "regular" nursery school. She discusses impairments openly with the whole group, does not dwell on them, but does not skirt the subject. Mrs. Shidler tries to find nursery schools for four-year-olds all over Oregon and has funds from the Elks Club to help. She serves as a resource person to nursery school and kindergarten teachers and stays in touch with a child when he goes into first grade. Some children are enrolled in the residential school, as available services dictate. The importance of the earliest years was stressed.

Officers for the next biennium are: Co-Chairpeople – Bonnie Trowbridge of Peoria, IL, and Evelyn Carr of the California State Department of Education. Recorder is Cindy Bargiel, Macomb School District, MI.

REPORT OF THE SIGHT UTILIZATION WORKSHOP

On June 24 a program entitled "Demonstration of a Low Vision Exam" was presented by Milton Levin, O.D., Clinical Instructor, School of Optometry, University of California. Preceding the showing of slides of special equipment used in a low vision exam and a video tape of an actual exam in progress, Dr. Levin discussed how a low vision exam differs from a general eye exam. He made the following points:

1. Special techniques are needed.
2. Test distance is usually 10 feet or closer.
3. The chart starts with a letter readable by the normally sighted at 700 feet and diminishes in small gradients so the low vision patient can read many letters.
4. The specialist must know the eye disease of the patient since this often determines the illumination and contrast needed to see.
5. The specialist sees a fair number of low vision patients each year, keeps informed of advances in technology, and has many types of aids in his office.
6. Both distance and near vision must be measured, and several visits are required before an aid is prescribed because both the eye condition and the patient's motivation may be unstable.
7. Training to use the aids is perhaps as important as the exam itself.
8. Motivation on the part of the patient is a most important factor.
9. Selection of aids is based on the specific tasks the patient wishes to perform.

On June 25 "Types of Low Vision Aids and Who Can Use Them" was presented by Dr. Edwin Mehr, School of Optometry, University of California. He defined a low vision person as anyone whose vision is insufficient for the task at hand; this may be a person with poor acuity or a surgeon with 20/20 but who needs aid for a particular visual task. Low vision aids help people use remaining vision to the best advantage.

Dr. Mehr indicated that there are two basic kinds of aids, optical and non-optical, with the following four subdivisions:

1. Those aids which control focusing such as regular spectacles that focus light on the retina.
2. Those that control magnification such as magnifying glasses.
3. Those that control illumination and contrast such as lamps or a typoscope.
4. All other aids such as felt pens, reading stands, etc.

Dr. Mehr showed slides of the different types of aids and explained how each works and why certain eye conditions cannot use, or are not helped by, certain aids.

At the third meeting, "Role of the Teacher in Low Vision Rehabilitation" was discussed by Dr. Dennis Kelleher, Consultant, Low Vision Program, Yolo County Schools. Low vision training is needed, and five conditions can enhance success with low vision aids: (1) the person must want to see; (2) the longer a person has had low vision the better they accept it and adapt; (3) normal visual fields; (4) a stable eye condition; and (5) some central acuity. Maintaining and encouraging motivation for the low vision patient to use his eyes to see is an important job of the teacher who must find material the student wishes to see.

Amie Dennison of the American Printing House for the Blind told of their aid lending service. Anyone interested in borrowing aids for student trial may write to her. An inventory list is available from APH and students may borrow aids for as long as needed without charge.

Officers for the next biennium are: Chairman, Dr. Nancy Bryant of Michigan; Co-Chairman, Charles Maes of New Mexico; and Recorder, Mrs. Mary Namey of Florida.

REPORT OF THE SPECIAL INTEREST MEETING OF SPEECH THERAPISTS

This meeting was attended by persons in the field of speech and hearing as well as by teachers of the visually handicapped. The concensus was that more information concerning speech, language, hearing and listening problems should be made available to teachers of the visually handicapped. Such information could be presented in our journal and at regional and national meetings. It is suggested that information be made available in the following areas:

1. Speech and language production
   - a. Description of problems in this area
   - b. Classroom remedial techniques for these problems
   - c. Appropriate commercially available materials for visually handicapped students with speech and or language problems
2. Hearing
   - a. Information concerning hearing losses and hearing aids
   - b. Classroom remedial techniques for hard of hearing visually handicapped students
   - c. Appropriate commercially available materials for hard of hearing visually handicapped students
3. Language comprehension
   - a. Classroom remedial techniques for language comprehension deficits
   - b. Description of problems in this area (i.e., slow learners, learning disability problems, bi-lingual students)
   - c. Appropriate commercially available materials for visually handicapped students with language comprehension difficulties
4. Listening skills
   - a. Remedial techniques
   - b. Enrichment techniques
   - c. Commercially available materials for listening skills instruction
5. Speech improvement
   - a. A primary program of speech sound awareness and production
   - b. Activities stressing social communication (field trips, interviewing, telephone conversations, etc.)
   - c. Activities stressing enunciation, expression and projection (plays, readers, theatre productions, radio, tapes, etc.)
   - d. Commercially available materials for speech improvement activities

Beverly Briggs

ENOUGH! ENOUGH BRAILLE TO THE PHILIPPINES!

"Thank you very big on behalf of our residential school and our integrated program for all the books. You have been so generous that there is no more space."

The above message, received from Dr. Arthur Lown, is both gratitude and praise to the many educators who have responded to the plea for braille materials (printed in November 1974 FOUNTAINHEAD) for the Philippine National School for the Blind. The AEVH central office joins Dr. Lown in these words of thanks to the many people and institutions which so generously responded to the call from a school and children who needed help. I am especially grateful in view of the fact that I know some of you had trouble mailing your packages because they had to conform to certain size and weight standards which were not provided to you. Your central office has taken note of this problem and in any future request for overseas mailing will obtain that packaging information and print it with the original request.

Anyway, you did a great job and have demonstrated what can be accomplished with the support of AEVH members.

PERSONNEL

At Northern Illinois University: Assistant Professor or Faculty Assistant in Special Education. Primary experience in the area of Physically-Multiply Handicapped. Graduate and undergraduate instruction in teaching Sensory-Multiply Handicapped, Physically-Multiply Handicapped, and coordination of the physically handicapped undergraduate level. Apply to: Dr. Larry Hapeman, Dept. of Special Education, Graham Hall 225, Northern Illinois Univ., DeKalb, Il. 60115. Northern Illinois University is an equal opportunity employer.

O & M Opportunities: Two Orientation and Mobility Specialists to work with present specialist; caseload would be with a diversified group of students, elementary level through secondary. Must have background with student teaching in regular education for the sighted as well as Orientation and Mobility training. Positions open and can be filled immediately.

Contact Kenneth Hitzke, Staffing Specialist, Staffing Services Department, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI. 53201.

NEW PROFESSIONAL PROGRAM

The University of Louisville, Special Education Unit, is announcing the start of a new teacher training program in the area of the Visually Handicapped at both the undergraduate and graduate level beginning in the Fall Semester of 1976.

Students wanting to work toward certification at either the undergraduate (B.A.) or graduate level (M. Ed.) should write to Dr. Edward P. Berlá, Coordinator of Vision Impairment Program, Special Education Unit, University of Louisville, Louisville, KY. 40208.

VISUALTEK SCHOLARSHIP AWARDS

Partially sighted high school seniors throughout the United States and Canada are invited to compete for a total of $900 in scholarship awards by Visualtek, California designers-manufacturers of electronic visual aids.

Five $100 Continental Awards and four $100 Regional Awards will be presented in May to students whose essays on "Blind Isn't Sightless" are selected as outstanding by an impartial panel of judges.

Entries must be typewritten or recorded on tape cassette and be no longer than 500 to 1,000 words, or three to five minutes, if recorded. Entries must be submitted to Visualtek no later than March 31, 1976.

For full scholarship award rules, contact Visualtek, 1610 - 26th Street, Santa Monica, Calif. 90404.

LEGISLATION: THE ALLIED SERVICES ACT

Your President, Ferne Roberts, participated in a meeting concerning the Allied Services Act of 1975 which will be under consideration by Congress some time during the current session. She brings you this report:

A similar bill was introduced last year but since some individuals and agencies felt that needed safeguards were missing, the Act has been redrafted. The intent of the Act is to stimulate interagency cooperation and coordination in order to improve the delivery of services to the handicapped. It is *not* intended to dilute or otherwise significantly alter the role of categorical agencies which provide services to various groups of handicapped people.

If passed, the Allied Services Act would provide funds for several demonstration projects, the nature of which would be determined by cooperating groups within a state. Schools might be directly involved in a consortium, or they might be part of a consultant group of agencies which provide related services, or they might not be actively involved at all.

At any rate, it is important to keep current on the progress of this Act because it proposes to affect the delivery system for services to the handicapped and their families.

Title I – Planning Grants:

Governor identifies interested counties and cities.

In conjunction with them, the Governor selects demonstration areas.

Local governments designate agency–public or private

Agency develops plan, including

1. Participating agencies
2. Assessment of needs and resources
3. Programs to be coordinated or linked
4. Common support functions to be coordinated or linked

There will be probably be no more than two service areas in any state.

At the state level:

1. State examines state programs and specifies steps to better coordination
2. Approves local plans

Title II – Administrative Support Services:

The Allied Services Act authorizes the Secretary of HEW to make grants to carry out approved plans, making those grants to states and through states to local agencies. The grants may be for as much as three years, to cover the costs of installing comprehensive administrative support systems such as a human services information system.

Title III – Special Authorities:

It is possible to have consolidated grants for planning. Up to 30% of Federal assistance extended by any officer or agency of HEW for any fiscal year and available under a human services program in the state or local allied delivery of services plan, may be transferred in order to carry out a state or local delivery of services plan. Without restriction, 5% may be transferred. To provide the same function for which it was originally allocated, 25% may be transferred.

Joint funding is also possible: Any one Federal agency may be designated to act for all in administering the funds advanced.

The Act does not: (1) end categorical programs; (2) require merger of programs; (3) seek homogenization of services; (4) allow waivers or fund transfers detrimental to a program.

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Association for Education of the Visually Handicapped
919 Walnut Street, 4th Floor • Philadelphia, Pennsylvania 19107

FOUNTAINHEAD

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Our Cover: "Look Ma, no hands!"

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CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS

ARIZONA STATE SCHOOL FOR THE DEAF AND THE BLIND

Faculty

Dr. Ralph Hoag, Supt.

Charles P. Varsolona, Membership Chairman

ARKANSAS SCHOOL FOR THE BLIND

Faculty

J.M. Woolly, Supt.

Leonard Ogburn, Membership Chairman

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Faculty

W.S. Davis, Principal

Herbert D. Angus, Membership Chairman

HAWAII SCHOOL FOR THE DEAF AND THE BLIND

Faculty

Santiago Agcaoili, Principal and Membership Chairman

NEW MEXICO SCHOOL FOR THE VISUALLY HANDICAPPED

Faculty

Jerry Watkins, Supt.

Nova Hutchison, Membership Chairman

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Faculty

David C. Champion, Principal, School for the Blind, and Membership Chairman

TEXAS SCHOOL FOR THE BLIND
Faculty
Robert A. Hansen, Supt.
Matthew S. Caldwell, Membership Chairman

VIRGINIA SCHOOL FOR THE DEAF AND BLIND
Houseparents/Child Care Workers
Dennis L. Holmes, Principal and Membership Chairman

WEST VIRGINIA SCHOOL FOR THE BLIND
Houseparents/Child Care Workers
Jack Brady, Supt.
Patricia A. Bruce, Membership Chairman

Honorable mention goes to the following schools:

ILLINOIS BRAILLE AND SIGHT SAVING SCHOOL
91% Faculty

NEBRASKA SCHOOL FOR THE VISUALLY HANDICAPPED
90% Faculty

OKLAHOMA SCHOOL FOR THE BLIND
97% Faculty

VIRGINIA SCHOOL FOR THE DEAF AND BLIND
90% Faculty

AEVH NEWS

The word is: LOUISVILLE! Planning for the 53rd Biennial Conference of AEVH is in its final stages, and it looks as if both the planned professional meetings and good times will rise to new highs on AEVH's already good conference record. Basic program content was printed in your February issue of FOUNTAINHEAD. Workshop leaders are reporting very promising programs designed to appeal to the many special interests represented among our members. We know that this is going to be another of those conferences where the big complaint is that no one can get to all the good meetings because some of them do coincide in time. Decisions, decisions!

Tuesday and Wednesday evenings will be given over to interest groups, those special concerns which often cut across workshop interests and which merit one, but perhaps not three, meetings such as a workshop has. One such interest group, started at the 1974 conference, involves psychologists. Another addresses itself to the varied concerns of instructional materials centers whose support relates to many grades and subject areas. Still another is especially designed for state educational consultants with responsibility for visually handicapped children, a group which too often feels inadequately served by speakers and activities for teachers, counselors, or administrators within individual schools and school systems. And for the many AEVH members who feel concern and professional involvement in sex education programs, there will be meetings on both Tuesday and Wednesday evenings.

One of the highlights of the professional activity will be the tour of the American Printing House for the Blind. This remarkable institution, more than a hundred years old, established by Federal legislation to serve blind children and youth, has probably provided materials, directly or indirectly, to every AEVH member and to the children with whom we all work. What we all see and use are the books, recordings, tests, and tangible instructional aids available for everything from preschool to young adult levels.

What we often do not see and fully appreciate is the immense amount of research and development activity back of the products we so happily order "on quota." Every textbook is studied carefully with regard to not only content but adaptability to presentation in braille, large type or auditory media. The relative importance of tables, graphs, and illustrations must be weighed, and procedures developed to compensate for information which might be lost through inability to make meaningful reproductions of such parts of a book or test. Tactual materials are designed, tested, redesigned—sometimes many time over—before they are presented for use.

But against what standards will of this testing and designing be done? At the core of Printing House services is a devoted research group whose studies, over the years, have contributed a mass of relevant basic data on auditory discrimination and learning, tactual discrimination and adaptability, and how these affect the learning of blind children. Too often, we in the field casually accept new equipment without recognizing that it would probably be ineffective if it had not been based on months and years of work by one of the finest research teams serving blind people in the world. AEVH is especially honored to have the leader of that team, Dr. Carson Y. Nolan, as one of our key speakers at this conference.

If we are likely to overlook the basic research, we are probably even more likely to overlook the management, public relations, and legislative acumen which pulls together the varied facets of the American Printing House. Research and product development cost money, and even production is likely to be plodding and of limited quality without management leadership. For nearly thirty years, that leadership has been provided by Finis E. Davis, under whose guidance the services of the Printing House have multiplied fantastically. AEVH is doubly honored that Mr. Davis, who will retire shortly after our Conference, will be our Keynote Speaker.

Let's Have Fun, Too: No conference should be all work and no play so your Host Committee has planned a very special good time for the evening of Thursday, July 8. By special arrangement, the Belle of Louisville will be available to AEVH for a three-hour cruise party. This is a beautiful ride on the Ohio River, leaving from a wharf immediately adjacent to the conference hotel (Galt House). The Belle of Louisville is one of the last sternwheel steamboats in existence, a boat with a fabulous history and still a wonderful place for an evening's party.

Indeed, Louisville is the center of a beautiful countryside—horse country. It also has a gracious past, well-preserved in a group of historic mansions which are available to visitors. All of this history centers in the Filson Club which is a museum containing an exceptional collection of Kentuckiana and which is open to the public daily. Come to visit the beauty of the old South—and the new!

Interest Group for Psychologists: On the evening of Wednesday, July 7, there will be an interest group meeting for psychologists and evaluators—and, of course, other staff with similar interests are most welcome. The evening's program is being developed by Dr. Rose-Marie Swallow, of California State University, around the theme of "Assessment." This word is being used frequently these days, and sometimes rather loosely. Bring your questions and your professional contributions to this meeting. June Morris, one of the research team at the American Printing House, will bring to you the special question of test materials needs; think through what the Printing House might be able to do to help you, as a school psychologist, and be prepared with suggestions for research or evaluation tools. Don't miss this opportunity to meet with fellow professionals in the highly specialized area of assessment.

Necrology Committee:, At each biennial conference, we recognize with gratitude and sorrow the fellow professionals lost to our field during the preceding two years. Please report by written or telephone communication with the Central Office every death of a member known to you. Don't assume that someone else will do it–*you* do it!

Where Are Our Life Members? In 1970 your Board of Directors authorized the Central Office to print the names of paid in full Life Members in FOUNTAINHEAD if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If after being listed for two consecutive years in FOUNTAINHEAD the Central Office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Meeting of the Board of Directors, October 24, 1970, Louisville, Ky.)

Second Listing

Frances P. Connor
26-26 75th St.
Jackson Heights, NY 11370

First Listing

Joan Brunger
1126 Marigold
East Lansing, MI 48823

Ethel Smith Crumpton
8348 Reims
Stockton, CA 95207

Donna Duckett Grupp
Donels Dr.
Vinton, IA 52349

Donald Haines
5220 N. High St.
Columbus, OH 43214

Maxine Hausenfluck
8002 Neuson Ct.
Richmond, VA 23229

Roger Helmlinger
5220 N. High St.
Columbus, OH 43214

Dorothy Konrad
51 N. St. Augustine Blvd.
St. Augustine, FL 32084

Mary K. Malmberg
700 16th St.
Alamogordo, NM 88310

Nellie Sue Marquith
24 E. Stewart Ave.
Columbus, OH 43206

Buel Messer
495 Mountain View Dr.
Staunton, VA 24401

Yoshio Muranaka
22, 3 chome, Takinokawa
Kita-Ku, Tokyo, JAPAN

Merlin Peterson
352 Harrison Blvd.
Ogden, UT 84404

Anthony J. Rakas, Coordinator
Program for the Visually Handicapped
Tacoma Public Schools, P.O. Box 1357
Tacoma, WA 98401

Edwin Schneebeck
3020 N. Lawrence
Tacoma, WA 98407

Lisa Stokes
2108 Crompond Rd.
Peekskill, NY 10566

R. Paul Thomson
6315 Greeley Blvd.
Springfield, VA 22152

Charles Woodcock
Iowa Braille and Sight Saving School
1002 G. Avenue
Vinton, IA 52349

AUDITOR'S REPORT

Balance Sheets – December 31, 1975

Assets		
General Fund		
Cash		
Checking account	$10,212	
Savings account	26,460	
		$36,672
Prepaid postage		275
Furniture and Equipment–Net of deprec.		3,678
Total Assets–General Fund		40,625
Publication Fund		
Savings account	7,500	
Checking account	7,552	
Total Assets–Publication Fund		15,052
Life Membership Fund		
Certificate of Deposit	18,457	
Investment–Debenture	13,615	
Total Assets–Life Fund		32,072
Ladies Auxiliary Fund–Savings		1,463
ICEVH Fund–Savings		2,960
Total Assets–All Funds		$92,172
Liabilities and Funds		
Unearned Dues	$25,023	
General Fund	15,602	
		$40,625
Publication Fund		15,052
Life Membership Fund		32,072
Ladies Auxiliary Fund		1,463
ICEVH Fund		2,960
Total		$92,172

Statement of Income and Expenses – 1975

GENERAL FUND

INCOME		
Dues–Net	$37,129	
Investment Income	4,650	
Certification, etc.	725	
Total Income		$42,504
EXPENSES		
Publications	$ 6,849	
Professional administration	19,867	
Occupancy expense	3,240	
Travel expense	1,393	
Postage	1,056	
Other professional expense	1,085	
Office expense, stationery, postage	3,225	
Telephone	384	
Miscellaneous	221	
To ICEVH fund	740	
Total Expenses		38,060
Excess of Income over Expenses		4,444
Balance, January 1		11,158
Balance, December 31		$15,602

PUBLICATION FUND

INCOME		
From memberships	$ 6,849	
Subscriptions, etc.	8,143	
Total Income		$14,992
EXPENSES–Production Costs		10,564
Excess of Income over Expenses		4,428
Balance, January 1		10,624
Balance, December 31		$15,052

CONFESSION

This is your Executive Secretary's confession that her mind has sometimes wandered away from AEVH during the past few months. Let me explain.

As a scholar, writer, and researcher in our field I make frequent use of the literature related to blindness and visual impairment. In so doing, I have frequently referred to an annotated bibliography, *Books About the Blind,* prepared by Helga Lende in 1953, and to the Blindiana Dictionary Catalogue developed by Isabella Diamond through a grant from HEW to the American Association of Workers for the Blind. The HEW grant and, with it, the Dictionary Catalogue, ceased in

1972. Therefore, when I was offered a small grant by the Rauch Foundation, I proposed to continue the Dictionary Catalogue.

At my request, the Presidents of AEVH and AAWB each appointed three members to a special advisory committee who might help me with professional decisions about continuing the catalogue. This advisory committee, a competent and dedicated group of people, decided after several meetings that it would be best to replace the card catalogue with a book which could be more complete but easier to store and to use. In a second piece of good fortune, funding for this book was provided by the Nevil Trust Funds through a grant to Temple University (Philadelphia); the grant will also enable Temple University Library to have a special reference section with books about both blindness and deafness. I will tell you more about this reference library when it opens next fall.

So, in the fall of 1975, I agreed to undertake compiling and annotating all the literature on blindness (other than purely medical literature) from 1953 through 1975. My advisory committee and I thought that there would be about 2000 documents to find, describe, and index—a big job but not an impossible job since we thought we would have until June or July of 1976 to prepare the manuscript. We thought that in November of 1975 when the approval of funding was given.

By December, the project became one of some pressure because this had been designated as a Bicentennial project by the Nevil Trust Funds and that meant the book had to be published in 1976—and Temple University Press, the publisher, said they must have the manuscript no later than April 1, 1976, if the book was to see the light of print before the end of the year. But we still thought we could manage it.

The real pressure grew as my staff and I realized that the number of documents to be included was far more than 2000. In fact, the book will list 3757 documents, and even that large number excludes dissertations, most pamphlets (even though their content is highly professional), and most personal stories of blind people. In addition to the many days—weeks—required to find, review and annotate all these documents, many, many hours were required to develop a professional quality analytical index of their contents. Despite adding a number of temporary staff, I and two other people well known to you, Carol Kropf and Judith James, have worked far into many nights. We say simply and proudly, we got the manuscript to Temple University Press before the deadline date, and we do not believe that work for AEVH has suffered. But we are weary!

Anyway, we hope that all of you will be served, directly or indirectly, by the publication, *Blindness, Visual Impairment, Deaf-Blindness: Annotated Listing of the Literature 1953-1975.* It will appear in December of 1976.

Let me also inform you that it will be constantly updated by a semiannual periodical with essentially the same name, minus the date designation. We hope to be able to tell you much more about both book and periodical by the AEVH Conference in Louisville.

FROM THE CHAPTERS

Florida: The Florida Chapter of AEVH has its own newsletter, called *Envision.* From it we learn:

The West Central Section of the AEVH Florida Chapter had a two-day workshop on February 26 and 27. On the first day, the program related to integration of visually handicapped children in the regular physical education program. Stars of this day were Dr. Charles Buell of California and Marvin Sanford, Physical Education Director of the Florida School for the Blind. Dr. Buell is, of course, well known to all of us for his books, his long leadership of the AEVH Physical Education Workshop, and his continuing editorship of the Bulletin for Physical Educators. Dr. Buell and Mr. Sanford put across their program with films, video-taped sessions, lectures, and demonstrations with visually handicapped students.

On the second day of this workshop, Dr. Robert E. Melby, a St. Petersburg optometrist and junior college instructor, led a discussion and demonstration of Opthoptics for the Visually Impaired. Is it not interesting that Florida is responding to the same need discussed by Rae Ingley in a report from Georgia also appearing in this issue of FOUNTAINHEAD?

The Florida Chapter Legislative Committee, under leadership of Dixie Branner Baker, has evidently been very active and has established a list of six priorities for the 1976 Legislative Session. Good for them! A legislative committee is most likely to be effective on a state or, at most, regional level.

Another innovative idea, in this case not AEVH-sponsored, was a workshop for parents of preschoolers during which parents learned to make or adapt toys for their babies. This Make-It, Take-It session was so popular that a repetition is anticipated. Some of the items made were oatmeal box shakers covered with material, wind chimes, tactual blocks, sponge blocks, egg carton pull toys, and wooden toys. An enjoyable and rewarding day! That idea might be useful anywhere.

Although not a Florida AEVH Chapter activity, this seems an appropriate place to mention that Marvin Sanford, one of the leaders of the workshop mentioned above, has developed, and through narrated videotape can present, a year's curriculum in physical education for the younger blind child. The curriculum has four sections: (1) body image, (2) concept development, (3) daily sensorimotor training activities, and (4) movement and exploration of body parts. Mr. Sanford believes that blind children too often tend to be inactive and, when they receive only a limited program of physical education, they soon lag even farther behind the normally seeing child. For more details about this curriculum, see Mr. Sanford's article, "A Program for the Enhancement of Motor Skills in Visually Impaired Children." *The Florida School Herald* (St. Augustine, Florida), Vol. LXXIV, No. 6, February 1975, 1-2.

Southern California: The spring General Meeting of the Southern California Chapter was held on Saturday, March 6. The program was entitled "Project Vision Up" and was led by Lee Robinson and Noel Croft of the Idaho School for the Blind. This four-hour program related to preschool visually handicapped and multiply handicapped children and included demonstration of materials and much group participation.

A BARGAIN!

AEVH has been given about fifty copies of *Adjustment to Blindness–Re-Viewed,* a book written in 1966 by Mary K. Bauman and Norman M. Yoder. These are copies of the original printing, hard-bound, 272 pages, published by Charles C Thomas, with foreword by Dr. Berthold Lowenfeld.

Although now ten years old, this book is by no means out of date. Its thesis is that we need to take a careful look at this concept called "adjustment" in all people but, especially, as it applies to those who are visually impaired. The task is approached from three points of view:

In the first part of the book the literature related to blindness is examined through some of the history of the field, through writings by psychiatrists about blind people, through the record of "adjustment training," and through research studies.

A second section of the book reports in detail the authors' follow-up study of 443 blind adults who had provided the raw data for an earlier piece of major research on adjustment to blindness. This follow-up shows what had happened to those people in the intervening ten years and gives some suggestions about why certain changes occurred. Psychological test data is related to the findings.

A third section of the book relates the literature of other types of psychological studies of adjustment to the adjustment problems of blind children and adults. From this it is evident that many people have adjustment difficulties for a wide variety of reasons, and understanding of research with these other groups can help us to understand the so-called adjustment of blind people. Especially reviewed are: Prematurity and blindness, the impact of the blind child upon the family and mothering relationships, mannerisms, parent-child relationships from infancy through adolescence and into adult life, and some of the psychological studies on frustration, conflict, anxiety, self-concept, and stress.

To buy copies of this book at far less than half-price send your order with check for $3.00 to the AEVH central office. Orders *must* be prepaid. Orders will be filled on first come, first served basis.

PERSONNEL

Great Summer Jobs: Beacon Lodge Camp for the Blind is accepting applications for the following positions: Assistant Camp Director; Unit Director—Adult Camp; Unit Director—Children's Camp; Registered Nurses; General Counselors; Program Director; Music Counselor; Arts & Crafts Counselor; Canteen Operators; Waterfront Instructors. For further information or an application form write to: Carl Shoemaker, Executive Director, P.O. Box 222, Lewistown, PA 17055.

University of California: New project developing personalized science materials for the visually handicapped seeks person with degree in special education and experience in curriculum development and/or educational evaluation. Person will be responsible for design and evaluation of science activities. Position is for one year with possible extension for two more years. Send personal vita with description of background and experience by June 1, 1976 to: Dr. Herbert D. Thier, Director, Science Activities for the Visually Impaired, Lawrence Hall of Science, University of California, Berkeley, CA 94720. Tel: (415) 642-3679.

The University of California is an equal opportunity employer. Women, handicapped, and minority applicants are encouraged to apply.

South Carolina: The South Carolina School for Deaf and Blind is seeking an Executive Director with authority and responsibilities comparable to a superintendent in administration of education, physical plant, student activities, short and long-range planning, staffing and personnel relations. Salary open, anticipated approximately $25,000. Excellent fringe benefits. Graduate degrees and administrative experience will enhance application. Position to be filled July 1, 1976.

Contact L. L. Hyatt, Jr., Personnel Director, South Carolina School for Deaf and Blind, Spartanburg, SC 29302. Equal opportunity employer.

Wisconsin: Two Orientation and Mobility Specialists to work with present specialist; caseload would be with a diversified group of students, elementary level through secondary. Must have background with student teaching in regular education for the sighted as well as orientation and mobility training. Positions open and can be filled immediately.

Contact Kenneth Hitzke, Staffing Specialist, Staffing Services Department, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201.

MEETINGS AND CONFERENCES

Radio Reading Services: Radio reading or broadcasting services for blind listeners are today so well established, so diversified in location and format, and yet so sophisticated, that it is hard to believe that the first such radio service started only eight years ago. It was in Minnesota, in 1968, that this activity first moved from the preliminary stage of dreaming to being on the air.

Now radio services for blind listeners are so popular and so rapidly growing and improving, that the second national conference on Radio Reading Services for Blind and Physically Handicapped Persons will be held, May 10-13, at the Radisson Inn-Plymouth, which is near Minneapolis. Some 200 persons are expected to attend the meeting, sponsored by the American Foundation for the Blind and hosted by the Minnesota Services for the Blind and Visually Handicapped.

In addition to blind and physically handicapped persons, participants will include operating personnel from various radio reading services, persons associated with public radio stations, and representatives of agencies for the blind. More than thirty stations across the country are currently broadcasting to blind listeners, usually by way of a secondary band on FM stations. A second value—perhaps the first value from the point of view of educators—is that most such stations provide opportunities for blind youth to have hands-on radio experience, either as interns, volunteers, or paid employees. Mature and responsible secondary school students can at once make a valuable contribution to a community activity and learn skills and attitudes which may pave the way to bigger jobs.

The program at the second national conference will cover such subjects as the role of the listener in planning a station's program; programming content; technical aspects of broadcasting and of the special receivers used; relevant legal questions; and how a station builds support.

For further information, contact William F. Gallagher, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

AAWB Regional Conferences: Like AEVH, the American Association of Workers for the Blind has biennial conferences (in the uneven-numbered years) with alternating regional conferences in the even-numbered years. Educators are often planfully involved in these programs, but even when that is not true, the programs usually include much useful information and discussion especially for those educators who are concerned with preparing visually handicapped youth for the world of work. We have no information at this time concerning program content, but the following AAWB Regional Conferences have been announced:

South Central Regional: July 19-20, Royal Orleans Hotel, New Orleans

Southeastern: July 25-27, Ramada Inn, Jackson, Mississippi

Midwestern: July 28-30, The Mariott, Indianapolis, Indiana

Western: October 27-30, Braniff Place International, Tucson, Arizona

White House Conference: A White House Conference on Handicapped Individuals is in the planning stages, established by Public Law 93-516. Before the national meeting, a series of state conferences will be held to assist in determining the agenda and priorities of the national program, and it would presently appear that there may be regional activities.

The Central Office and your President have received general notices and invitations for participation at the state and regional levels, and we are very anxious that there should be participation by as many AEVH members as possible, in part because the announced National Planning and Advisory Council for the national conference has on it no member with any obvious interest in visually handicapped children, certainly no educator of blind children. Therefore, if the national conference is to give significant attention to visually handicapped children, pressure for that attention will have to move upward from the states and regions. We must be in these state and regional meetings to voice our concern for the children for whom we are responsible. We urge that, in every state, AEVH members try to find out who is doing the planning for that state's "White House Conference" and get involved. Speak for the children and programs which serve them!

VISION TRAINING PROGRAMS

A letter from Rae S. Ingley, Coordinator of the Vision Utilization Program at the Georgia Academy for the Blind, permits us to share the following information with you:

In July 1975, a questionnaire was mailed to 45 schools for the blind to determine which schools have vision training programs for their low vision students. Although the original purpose of this survey was to learn where the Georgia Academy for the Blind stood in comparison with other residential schools in this important area of instruction, a number of respondents requested the results of the survey, and it is offered here in the hope that it may be of general interest to our readers.

Over half the respondents (21 out of 34, including Georgia Academy) have some kind of program to assess and/or intervene in the visual functioning of their low vision students. Of these, four appear to be limited to using optometric services to prescribe low vision aids with no training program. These programs have been in operation from 2 to 7 years.

The program at the Georgia Academy (the only one for which we have detailed information) serves low vision students who can benefit from training through classroom teachers supported by a teacher-coordinator, a committee of teachers, and the services of an optometrist. Since its beginning in 1973, a well-equipped resource room has been developed, including teaching materials, magnification aids, screening devices, and reference materials.

Mrs. Ingley concludes that classroom teachers, most of whom have little knowledge of methods and procedures in this area, need guidance through extended in-service training, university courses, and supporting vision training specialist optometrists. She also feels that an in-depth study of established programs is needed. If your school is willing to cooperate with such a study, or if you want more information, contact: Coordinator, Vision Utilization Program, Georgia Academy for the Blind, 2895 Vineville Avenue, Macon, GA 31204.

BRAILLE ANNOUNCEMENTS

For Music Transcribers: The National Braille Association announces the publication of the *NBA Handbook for Braille Music Transcribers*, the latest in its series of aids to transcribers in the various media and specialties. The *Handbook* differs from other NBA publications in that its purpose is not to teach basic braille music transcription, but rather is geared to provide assistance at an advanced level to the already certified music braillist.

The *Handbook* will be distributed by the Library of Congress, free of charge, only to certified music transcribers. If you want, and have not yet received, a copy, write directly to the Library of Congress, Division for the Blind and Physically Handicapped, Washington, DC 20542.

Titles in Grades 1 and 1½ Dropped: A letter from Mona M. Werner, Special Assistant to the Chief, DBPH, tells us that their survey on the possible need for Grade 1 and 1½ braille has been completed, submitted, and the recommendations accepted by administration at Library of Congress. The Division will not be mass-producing titles in these grades. The service network will be encouraged to utilize local braille groups to produce titles as needed. One survey respondent did indicate a possible need for Grade 1 and 1½ braille for use with multiply impaired blind children; should such a need become apparent, DBPH may decide to respond to it.

More Transcribers Certified: Hopefully, custom-produced braille will become easier to get. The Library of Congress has announced that it accepted and certified 475 new braille transcribers and 9 braille proofreaders in 1975. During the year, DBPH also accepted 37 narrators for the volunteer taping program. As we all know, certification in these programs, and especially certification as a braille proofreader, occurs only after many hours of study and effort on the part of the applicant. Our congratulations and gratitude go to these patient volunteers who are willing to reach so high a standard in the service of blind readers.

PLANNING FOR 1980 CENSUS

The decennial census is a major national undertaking, and census data are widely used in many important government, private, and community programs. Most visibly, perhaps, census data often affects fund allocations, especially from the Federal level. You therefore have an important stake in the decennial census, both as a member of AEVH and as an American citizen.

The Census Bureau is now actively working on plans for the 1980 census, and important decisions have to be made in the relatively near future. For example, the full content of the basic census questionnaire must be determined by the spring of 1977 so that further preparatory steps can be accomplished successfully.

Although there are many constraints on the census in terms of what and how much information can be collected and tabulated, the Bureau believes that it is very important to obtain and review the recommendations of as wide a range of users and potential users of decennial census data as possible. The Census Bureau is therefore anxious to have the ideas of the members of AEVH; every administrator and planner should be thinking at this moment about how census data could help and support his work.

If you have any suggestions, questions, or comments on the 1980 census, please send them to: Director, U.S. Bureau of the Census, Washington, DC 20233.

FROM THE REGIONS

Northeast Region: We have some bad news and some good news. The bad news first: Jules Cote has resigned as Chairman of Northeast Region because he found that there were simply too many demands upon his time. We are sorry to lose his leadership but hope to keep his innovative participation and know that he will continue to represent concern for visually impaired people in his other work.

Now the good news: AEVH still has some people with great ideas in the Northeast Region, and we wish especially to recognize William C. Sullivan, the new Chairman, and Lawrence Campbell, the Secretary-Treasurer. And are they full of good ideas! We want to share a couple with all of you.

They are working through plans for a series of one-day regional workshops or seminars, financially self-supporting activities to be held at Boston University. They have polled regional members as to their choice of such topics as:

The Itinerant Teacher—Conflict Resolution and the Change Agent Process (We love the subtitle: How to deal with administrators and support personnel while maintaining your sanity and job!)

Field Screening of the Low Vision Child

Psychological Testing of the Institutionalized Severely Handicapped Child

Development Assessment of the Multihandicapped Visually Impaired Child

The Parent and the Itinerant Teacher

Educational Planning for the VH Child

Program Evaluation (self-assessment and third party evaluation)

Life-Appropriate Educational Planning (what we do *now* for the child who will not be self-supporting)

Partners in Planning—Occupational Therapist, Physical Therapist, and Teacher

Like previous professional-growth meetings in AEVH chapters as widely spread as California and Florida, these workshops seem to reflect local-regional needs and beautifully illustrate what the AEVH international officers hoped would develop through regionalization. We applaud your plans and hope they come to rich fruition!

Since other regions might like to do the same thing, we will also report that Northeast Region is exploring the social-interpersonal values of a regional cocktail party during the AEVH Biennial Conference in Louisville. If other regions get the same idea, please communicate with Judith James in Central Office to reserve a hotel room for the purpose if you think you need one.

Southeast Region: This is an innovative group, too! Look what they are doing:

The proceedings of their First Biennial Conference, held in Atlanta in June 1975, have been beautifully printed and distributed to all members in the region.

They are ready to implement a Mini-Grant Program, open to any member of the Southeast Region, AEVH. Proposals may be for any worthwhile project, child-, teacher-, or public-centered, such as conferences, workshops, slide-tape presentations, public information programs, or product development. Grants may range up to $400 and may be either outright or loans which may be fully or partially repaid from receipts from the project. Of course, proposals for such grants must be well designed, stating the proposed activities, objectives and evaluation procedures, and will be judged by a committee.

They have mailed out the first issue of a regional newsletter called *Insight*. This will provide a means of sharing information generated within the region (as well as some national news) and can be extremely valuable if members consistently send news goodies to the editor. Of course, SE Region is particularly blessed in that Marjorie Hooper, long Editor at the American Printing House, has retired to Florida and is acting as Editor of *Insight* on a volunteer basis.

PUBLICATIONS

When It's Hard to See: We are always especially proud of materials produced by, or under the direction of, AEVH members, and we feel a real glow of pride at reporting to you two booklets produced in Prince George's County, Maryland, and shared with us by one of our Middle Atlantic Regional officers, Ann T. Bertsch (who also happens to be Vision Coordinator for Prince George's County).

Ann reports that two years ago her staff did an in-depth search for materials which could be used in providing in-service programs to schools about to receive a blind or partially seeing student for the first time. They found very little appropriate material so, under a Title VI-B grant, they have developed their own.

When It's Hard to See is a delightful and richly illustrated little booklet for the children who will be classmates of the blind child. In simple terms, in pictures, and even with the help of a page of braille, this little publication prepares sighted children for understanding the abilities and limitations of the blind child.

A companion publication, *When It's Hard to See, Making it Easier*, is a teacher's guide for providing programs about visually impaired students at different age and grade levels. This, of course, provides professional-level information but, again, makes many of its points through excellent illustrations.

Ann says the supply of booklets is limited, but you might be able to obtain copies by writing to Ann T. Bertsch, Vision Coordinator, Office of Special Education, 6037 Central Avenue, Capitol Heights, MD 20027.

Blindness: The AAWB Annual for 1974-75 opens with a wonderful discussion by Dr. Berthold Lowenfeld, "What is Blindness?" For this alone, a cultural, philosophical, and psycho-social analysis of the meanings of blindness to individuals and society, the publication would be worth its price.

However, it contains far more, including an article about four blind lawmakers by Peter Putnam, the well-known author, two articles on aspects of deaf-blindness by Frank Lasky and Peter Salmon, and a very revealing discussion of genetic counseling related to blindness, by Dr. H. E. Cross, Chief of Ophthalmology at the University of Arizona College of Medicine.

Quite a large portion of the book is devoted to papers on various aspects of low vision services, implications of low vision for education, rehabilitation, and orientation and mobility. Very appropriately, the book closes with a reprinting of the Rehabilitation Codes developed by Maya Riviere.

For copies of *Blindness 1974-75*, write to American Association of Workers for the Blind, 1511 K Street, N.W., Washington, DC 20005. $3.00.

Visual Reading and Braille Reading: With the subtitle, An Experimental Investigation of the Physiology and Psychology of Visual and Tactual Reading, this book by T. Kusajima of the Tokyo University of Education reports on many years of experimentation. The author begins by testing, through experiments with a total of 164 blind and partially seeing student subjects, Heller's theory of perception in braille reading. Results of the experiments cause the author to relate the mental functions during reading to the nature of the finger movements.

Parts II and III review prior research on eye movements during reading and report experimental studies using artificial mobile eyes and contact lenses. In the final section, visual and tactile reading are compared, resulting in the conclusion that while these two modes of reading differ in many ways, they have a basic similarity of psychological function. "There is a commonality between pauses in eye reading and touching motions in tactile reading; pauses correspond to touching motions. Pause time corresponds to motion time; both increase or decrease as a function of attending to individual characters vs. whole words and whole sentences.

Kusajima, T. *Visual Reading and Braille Reading*. New York: American Foundation for the Blind, 1974, 60 pp.

Snow–for Blind Children in Miami: A brief but provocative article on creative writing for exceptional children describes a project in which imagination and self-expression were stimulated. Blind and visually handicapped children composed one of four exceptionality groups with whom this special project was tried. For each group, the first session began with a small group discussion concerning the nature of poetry. Then, simultaneously or in rapid succession, the children (most of whom had never experienced snow in nature because they grew up in Miami) were introduced to snow through visual, tactile, olfactory, gustatory, and auditory modalities. Finally, through drama and creative dance, the children had the opportunity to imagine that they, themselves, were snowflakes. Then they were invited to record their images of snow in poetry. If you are interested in seeing what three young blind children produced (in braille, but transcribed into print exactly as written) read:

Nathanson, David E., Cynamon, Amy, & Lehman, Katharine K. Miami Snow Poets: Creative Writing for Exceptional Children. *TEACHING Exceptional Children*, Winter 1976, Vol. 8, No. 2, pp. 87-91.

Toward Independence: This rather remarkable publication might be described as two books in one. There can be little doubt that it is an instructional guide for teaching the skills of independent living. The book has four sections which present 29 skills related to table behavior, 27 skills involved in domestic tasks, 24 skills related to kitchen equipment and 11 skills of cooking.

However, the author seems to say she is really writing a book about how to use instructional objectives in teaching visually handicapped students; the skills of independent living just happen to be the material used to show how instructional objectives can be effectively used. Many educators might be interested in the book from both points of view.

The use of instructional objectives as a teaching method has much appeal. It provides a kind of individual treatment within the class, perhaps not quite matching the ideal of one-to-one teaching but far more nearly approaching it than can most classroom procedures. It emphasizes doing rather than verbalizing and that is especially important for visually handicapped students who are, too often, told but not taught. It fits the mood for hands-on experience which has become so important in recent years. It provides an evaluation of the student at the beginning and, better still, at the end of the training. Because the student actually performs, the activity provides a built-in measure so that both student and teacher are dealing with realities more than with opinions. And it enables the teacher to keep a very exact record of just what progress each student has made and how much farther he has to go before reaching an already clearly defined objective.

It is fascinating to see how clearly each of the skills can be defined, how well the steps toward achieving that skill can be described with very detailed delineation of the techniques. Whether you really want to teach independent living or are a theoretician who takes pleasure in seeing your theory put into action, you are likely to find this an interesting and rewarding book.

Yeadon, Anne. *Toward Independence*. New York, American Foundation for the Blind, 1974, 96 pp. $4.00.

Sensory Disabilities Report: At the California Conference on Rehabilitation, held in October of 1974, the Sensory Disabilities Section had some very capable and exciting speakers; their presentations have been brought together into a single volume for the benefit of those who could not be present to hear them.

Two of the papers, by Emerson Foulke and Lawrence Scadden, present with beautiful clarity the great array of equipment which can now serve the blind person in reading and communication and recent advances in sensory technology which affect reading of ink print, vision substitution, and travel aids or environmental sensors. One extremely interesting paper presents the handicapped individual's right to equal opportunity in education by listing and discussing the pertinent issues and making recommendations from a legal orientation. A companion paper reviews past legal actions and shows their relationship to the present and possible building toward the future. One short paper by a blind student pleads for necessary services but advises against tending to destroy the student's independence by unwise service.

The publication includes several papers specifically relating to deaf persons, including recent developments in sensory aids and overcoming barriers to employment, transportation and buildings. A paper by Dr. Douglas MacFarland presents the Rehabilitation Service Administration's role with that very special group, the deaf-blind.

The emphasis in each of these papers is upon well-documented and clearly organized content, especially readable for the beginner in our field.

Sensory Disabilities Study Group Report. California Conference on Rehabilitation, 1974.

The Braille Reading Scheme: In January of 1973, *The Teacher of the Blind*, the publication of the College of Teachers of the Blind in Great Britain, provided a very brief statement about a "New Braille Reading Scheme for the Young Blind Child." Representatives of ten schools had developed a project with professional leadership to create a series of reading books which would: (1) use grade 2 Braille following an introduction to the letters of the alphabet; (2) introduce the signs gradually in an order based on frequency in the vocabulary and ease of discrimination by touch; (3) use no word or part of a word which can be contracted until that contraction had been introduced; (4) relate the reading material to the child's experience and capabilities.

Four books have now been developed about four different families, families which sound ordinary, believable, and interesting. However, the most exciting part of the current report relates to the supplementary material which has been developed. "Teaching a blind child how to read can be a difficult and daunting task. Not only is braille, with its tactile memorizing of patterns of raised dots hard to learn, but the mechanics of learning can be dull. In a braille reader there are no pictures, no colours, no friendly faces on the pages to stimulate the children." So five areas of supplementary material have been developed:

(1) Pre-Reading Play Boards which are colorful models of the small town in which the Reading Scheme is set. Made from a variety of contrasting textures, the blind children can feel their way on the models along the cobbled streets to the cliffs and sand dunes, and with the support of a cassette tape two children from the readers act as guides. Thus the children discover where everyone in the readers lives, the toy shop, the pet shop, etc. The model town and tape together aim at giving the children a sense of a solid world where the people in the Reading Scheme really do live.

(2) There are four boxes, to match the four readers, containing objects or models of objects about which they read. These become, as it were, the pictures in the books and the children can really play with them.

(3) For each Reading Scheme family there is a set of dolls. Mum and Dad are about two feet tall and colorfully dressed in clothes made of interesting textures. The dolls are clearly identifiable by size, clothes (which the children can put on and take off without difficulty), hair and facial features, but they are also cuddly and comforting. The dolls hang in the classroom or dormitory, accessible and part of the children's lives.

(4) Each reader has supplementary cassettes on which there are more stories about the family in the reader, with sound effects and use of the vocabulary the child is trying to master in the books. However, more varied and advanced language may be introduced on the cassettes as preparation for the advanced reading. Although primarily intended to reinforce the material in the readers, the stories are fun and exciting on their own account.

(5) Each reader is accompanied by a kit. For example, one of the readers is about the family of a scrapman. The kit includes a documentary on scrap containing information and sound effects on tape, tactile pictures, and a metals activity where the children investigate and learn the uses of the various metals.

For more information write the Hon. Registrar, c/o The Royal School for the Blind, Church Road North, Wavertree, Liverpool, L15 6TQ, Great Britain.

Building Toward Mobility: The past thirty years have seen mobility training move from the adult level to younger and younger children, but as this has occurred we have become more and more aware of the vast number of basic concepts and skills upon which independent mobility must be built. In adults, certainly in the adventitiously blinded adults with whom formal mobility training started, it was rarely necessary to analyze in detail for those very elementary concepts. In children, and especially in blind children, it may be necessary to put more time into premobility training than into the mobility skills themselves.

However, the task should surely be easier with aid of a curriculum guide recently produced by the Illinois Office of Education. The Foreword tells us that in February 1973 the need was identified, whereupon a statewide committee was formed and a variety of experience and knowledge was pooled to develop this volume of roughly 300 pages divided into the following sections: Body Image, Basic Concepts and Abilities, Motor Coordination, Sensory Modalities, and Basic Pre-Cane Skills. In each section, the material moves from simple to complex, beginning with naming and identifying body parts to such early mobility skills as trailing and locating dropped objects. For each small section within a division of the book, goals are defined, appropriate activities are suggested and fully described, helpful materials are listed, and references are provided.

The format of the book is attractive, practical and invites the teacher to add her own innovations. Space for comments and whole pages of work space are available. It looks like a curriculum guide that it would be real fun to use!

A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired. Illinois Office of Education, 100 North First Street, Springfield, IL 62706.

Sex Education: Using resources (chiefly *New Outlook for the Blind*) going back to 1968, the American Foundation for the Blind has published a slim but very significant selection of papers on sex education. Taken together, the papers rather well cover the basics in the field.

Two of the papers (van 'T Hooft and Heslinga; Foulke and Uhde) discuss the need for sex education, first based on the experience of an administrator of a residential school, and secondly based on the first stages of a research project. The remaining six papers contribute in various ways to the establishment of practical programs of sex education. Although this is not totally new material, the bringing together of these valuable papers in a single volume is extremely useful.

Sex Education for the Visually Handicapped in Schools and Agencies . . . . Selected Papers. New York, American Foundations for the Blind, 15 W. 16th Street, New York, NY 10011, 76 pages. $3.00.

Auditory Training: Ruth Silver, Program Director of the Center for Blind Children in Milwaukee, WI, presents a practical article on teaching the multiply handicapped visually impaired child to respond to sounds, referring specifically to sounds made by toys, sounds in the child's environment, and to speech at varyingly complex levels.

The article begins with very appropriate emphasis upon individual diagnosis and the need to develop a program for each child based upon his needs. The importance of eliminating distraction during the training is pointed out, and ways to do this are suggested.

The teaching may have to begin with developing awareness of the sound toy, then move into various responses, discrimination of several toys and localization. Suggestions for sharpening discrimination are made.

A great number of useful environmental sounds are listed, and again awareness, localization, and discrimination are the goals. If some sounds puzzle or even frighten the child, suggestions for overcoming his fear are provided.

The author points out that some multiply handicapped children find speech meaningless. Basic steps may be necessary to have the child attend to speech at all and, when practicing with attention to speech, it is especially important to eliminate distracting background sounds. An interesting suggestion is the use of headphones which tend to shut out other sounds and may intensify the stimulus. The author carefully reviews the selection of words to be used with each child, simultaneous presentation of word and object or action, and building the key word into a short sentence. Reinforcement of the child's own vocalization may help to interest him in speech and rewards help to sharpen discrimination.

The article closes with suggestions for expanding to more complex and demanding discriminations and responses, involving music, memory, etc. Most of the material is appropriate at the preschool level which is where the author thinks such training with sounds should begin; however, it might also be used with mentally slow older children.

Silver, Ruth. Responding to sound through toys, the environment, and speech. *TEACHING Exceptional Children*, Vol. 7, No. 2, Winter 1975, 38-44.

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Our Cover: Angela Keele, a student at Oklahoma School for the Blind, is the first blind Page to serve in the Oklahoma Legislature. She is shown with her sponsor, Senator James Inhoff.

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53RD BIENNIAL CONFERENCE

For those AEVH members who could not make it to Louisville we bring this report of our 1976 conference but, with sorrow, we admit that no report could equal that fine series of meetings. We had so many excellent speakers, with new and truly different approaches, so many good ideas shared, such an exciting sense of being part of meetings that could really bring changes to our field. To those who were not there, let me say we missed every one of you!

Program: Our theme was inspired by the fact that our conference began on the day after this nation's 200th birthday. It seemed a fitting time to pay tribute to the past on which we have built education for visually handicapped children and to the people and ideas so important to that education and too often taken for granted. Therefore this conference was developed around "Building in 1976 – On the Past and for the Future."

We were especially honored to have as our Keynote Speaker Finis E. Davis, a man who has contributed immensely to modern education of visually handicapped children by transforming the American Printing House for the Blind from a simple "printing house" to an innovative developer and producer of many kinds of educational materials. It was especially appropriate that Mr. Davis be our keynoter because his retirement from the post of Vice President and Manager of the Printing House was announced for the end of August 1976.

Mr. Davis reminded us of some of the successful blind men who lived and worked before formal education was available to blind children, then briefly traced the early development of that formal training. The beginnings of pioneer schools for blind children in this country were reviewed, then the growth of educational opportunity in the day school system, and finally the challenges of serving more than 27,000 visually handicapped children.

We were fortunate to have as a second major speaker Miss Josephine Taylor, well known to many of our members as Education Program Officer of the Bureau of Education for the Handicapped in Washington, D.C. Miss Taylor traced the history of public day school education for visually handicapped children, ending with a description of Public Law 94-142, the "Education for All Handicapped Children Act of 1975." What an immense change in the attitudes of society, from believing that blind children (and probably many other handicapped children) could learn nothing to such broad provision for their education in the regular school system!

To complete our excellent trio of general session speakers we had Dr. Carson Y. Nolan who, as Director of Educational Research at APH, has planned and directed much of the significant research on educational materials in our field. His appearing before us was doubly significant since it has been announced that he will follow Finis Davis as head of APH. Dr. Nolan pointed out that for most of the first hundred years of formal education for blind children efforts to provide educational materials were concentrated almost exclusively on provision of tactile books. Even the 1930 catalogue of APH listed, in addition to various materials in braille, only script writing materials, spelling frames, slates and styli, and maps. Since that date, and under a new APH administrator, great strides have been taken not only toward the innovative development of materials but toward careful research and field trials related to new materials. For that large number among us who have taken the products of APH (and a few other providers) for granted, Dr. Nolan's account was most revealing and we must be grateful for the many individuals, committees, agencies public and private, which have fostered the materials so basic to our present "hands-on" program of education for visually limited children.

A series of concurrent sessions brought to AEVH members some of the newest thinking on early intervention, mandatory special education programs, sight utilization, accountability at the professional and paraprofessional levels, the severely handicapped, sex education, communications, and adapting physical education and recreation. One concurrent session also provided an opportunity for AEVH members to read papers about their own work or research.

A highlight of the entire program was a full afternoon set aside for a visit to the American Printing House for the Blind. APH was a wonderful host and provided well informed tour guides, splendidly informative and interesting displays, and even the answers to many individual questions. For the many AEVH members who have long wanted to see this source of so many of our educational materials, it was a fascinating afternoon. Thank you, APH!

The remainder of the formal program was filled with meetings of workshops and a variety of special interest groups, meetings which were usually well attended yet provided opportunities for discussion and individual involvement.

To our regret, the number of exhibitors was somewhat smaller this year than in the recent past but the exhibits were most informative. We thank all of our exhibitors but especially thank Perkins School for the Blind for bringing some of its very special treasures, writing equipment from the more difficult days before the Perkins Braille Writer was developed to its present efficiency. This exhibit also showed some of the kinds of raised type used before braille won "the battle of the dots."

Thank you! It would be impossible to mention by name all of the very large number of people who contributed to making our 53rd Biennial Conference a success, but we would like to try!

Our Program Committee was of course chaired by then President Elect, William J. McConnell and the efficiency with which this group worked is a tribute to him and them. Only one full meeting of the Program Committee was held and that was in November of 1975. At that meeting the theme was chosen and the group readily agreed upon the three people most likely to be able to tell the story of that theme, our general session speakers. How fortunate that all three agreed to play the part we had chosen for them – we never even discussed second choices!

The Program Committee also delineated the areas to be covered in the nine concurrent sessions, eight of them planned programs and one the reading of papers by AEVH members. Our very special gratitude goes to the eight people, each of whom accepted responsibility for one concurrent session, contacted and coordinated the speakers involved, and chaired that session: Verna Hart, Nancy Bryant, York Hudgins, D. Gary Coker, Edwin K. Hammer, Robert Dodge, Edward P. Berlá, and James E. Haralson.

Although less in a position to thank them by name, equal gratitude goes to the chairpersons and other officers of the various workshops. With the support and leadership of our 2nd Vice President and Workshop Coordinator, Richard G. Umsted, these workshop officers organized a series of fine special programs and discussion groups, often of very original content and attention-holding presentation. Many members regretted that they could not be in two places at once in order to hear all this interesting material. In the coming issues of FOUNTAINHEAD, we will share some of this with you through the reports of the various workshops.

But this fine program could scarcely have been enjoyed without the constant effort of our Host Committee, a rather complex organization representing the North Central Region, the state of Kentucky, and the American Printing House for the Blind. These good people, led and coordinated by Hilda Caton and Kendrick Coy, had worked constantly from November through the end of the conference. Only those who have, themselves, run a large conference can possibly appreciate the thousands of details these wonderful Host Committee members had to deal with. And it came out so *smoooothly*! They were great!

A very special thank-you goes to Lawrence Butterfield who was in charge of arrangements for our delightful Thursday evening cruise on the Belle of Louisville. It may well be that long after most of us have forgotten the words of wisdom we heard in the meetings we will recall this conference as the one with the happy boat trip on the most beautiful evening you can imagine – full moon, fine music, friends old and new, and wonderful memories.

Conference Business Meetings: Our biennial conferences provide the only opportunities for full membership meetings where the business and progress of AEVH as an association can be reported. Unfortunately, the key report of the President is not available in final form at this time but it will be printed in the next issue of FOUNTAINHEAD. The more administration-oriented report of the Executive Secretary, an account of the work of the central office, also appears later in this issue.

Our Secretary-Treasurer, Leland C. Sanborn, reported that AEVH has had some financial problems because our budget for 1976 had assumed a larger membership than materialized. Since income from dues proved not to be as great as anticipated, it became necessary to reduce spending in some budget areas; in accordance with our practice of printing the AEVH budget in FOUNTAINHEAD for all members to see in detail, the revised budget appears later in this issue.

We thank Mr. L. P. Howser, formerly Superintendent of the Kentucky School for the Blind, for his well chosen words in leading the audience in a moment of silent tribute to departed workers in the education of visually handicapped children.

At the second business meeting, a number of resolutions were presented and accepted; these are also printed later in this issue.

We were happy to formalize the success of the Southern California Chapter of AEVH through awarding a charter to that group.

Finally, officers for the 1976-78 biennium were introduced and the gavel passed from Ferne Roberts to William McConnell who briefly stated his own hopes and plans for the next two years of the association.

Meetings of Boards of Directors: There were two relatively short meetings, one of the Board of Directors for the 1974-76 biennium, the other of the newly organized Board for the 1976-78 biennium. Some of the same material was, of course, reported in both meetings as a matter of information and will be noted here only for the first presentation.

Officers and directors for the 1974-76 biennium heard with approval a letter devised by Mrs. Roberts and the Executive Secretary and sent to a very small list of organizations which were regarded as potential donor or sponsor members of AEVH. Such supporting memberships have long been listed in Board Policies but little effort has been made to seek such members; it was agreed that such an effort shall now be made regularly.

Mrs. Roberts reviewed information about the Affiliated Leadership League (ALL), a new organization designed to bring together associations, agencies, and consumers to work on common problems related to the visually handicapped. It was agreed that AEVH would send an observer to the first convention of this group.

Minor changes in certification procedure, already circulated to members of the Board by mail, were finalized.

Changes in structure and sponsorship of the Braille Authority, also described in detail elsewhere in this issue, were unanimously accepted.

In the Thursday afternoon meeting of the officers and directors for the 1976-78 biennium, most of the above was reviewed as a matter of information. The major action was acceptance of the recommendation of a special committee to replace the executive secretary, Mary Bauman, during her two-year tenure as President of the

American Association of Workers for the Blind, by some shifts in central office responsibility plus Leland C. Sanborn's carrying the work of executive secretary on a part-time basis.

There was also significant discussion of ways to enlarge AEVH membership and to help all members to become actively involved.

Our new President, William McConnell, will be making appointments to various AEVH committees this fall. Members who wish to suggest particular persons for certain committees and, especially, members who would like to serve on certain committees, should get in touch with Mr. McConnell.

Many associations are now appealing for voluntary support to Life Members whose life membership dues were paid when those dues were much lower than they now are and when the costs of running an association were also lower. It was agreed that an appeal shall be made to Life Members of AEVH for such voluntary support.

Half-year memberships for new members were considered but defeated. Other matters which were discussed but not finalized were related to location of the conference in 1978, the possibility of a joint AEVH-AAWB meeting at some future date, procedures for the Resolution Committee, and membership in ALL.

Annual Meeting of the Board of Directors: The regular fall meeting of the Board of Directors will occur at the Galt House, Louisville, Kentucky, starting at 1:00 P.M. on Saturday, October 16, 1976. The meeting will run through that evening and as much of Sunday morning, the 17th, as necessary to complete the business of the association. The Publication Board and all committees usually scheduled in connection with the Annual Meeting of the Board of Directors should plan their meeting on the evening of Friday, October 15th and/or the morning of October 16th so that their reports can be ready to go to the Board of Directors during their meeting.

Any member who has any matter to bring to the attention of the Board should communicate with the Board member from his region at once so that the item can be placed on the agenda. We also request that all Board members having items for the agenda send them in writing to Mr. McConnell at the central office address so that any necessary supporting information can be pulled from the files and made available at the meeting. Thank you!

Need in Guatemala: Just prior to the AEVH conference, Ferne Roberts and her husband, who is Chairman of the WCWB Committee on Aid to Developing Countries, visited Guatemala where they observed some of the terrible destruction resulting from the great earthquake earlier this spring. Knowing that members of AEVH are sometimes able to share materials and equipment they no longer need, Mrs. Roberts has written to determine how we might be able to help the Santa Lucia Residential School for Blind Children. When a response to that letter is received, we will publish it in a future issue of FOUNTAINHEAD and hope that some of you may be able to help in this great time of need.

AEVH-AAWB Joint Committee: This committee, established to try to find ways in which the two associations can cooperate with mutual benefit, met for the second time. Two recommendations from the earlier meeting have already been implemented.

Each Board of Directors welcomes an observer from the other association at its board meeting. To date, the observer has been the president of the sister association. Also, the AEVH President has named, and will continue to name, two AEVH members to the AAWB Orientation and Mobility Certification Committee.

At this meeting it was agreed that a strong effort will be made to develop a cooperative working arrangement by which the legislative committees of the two associations can support each other, when appropriate. This cooperation may be strengthened by coordination with the activities of the American Foundation for the Blind legislative specialist, Mr. Irvin Schloss, but further discussion on that point is necessary. Two other areas of communication will regularly be handled by the two association central offices; these concern the meeting dates of the associations and information about job openings.

It was also agreed that at the national convention of either association there will be a coordinated meeting of the appropriate region of the other association. This means that we hope the Western Region of AEVH can hold its 1977 regional meeting immediately following the AAWB national conference in Portland, Oregon, thus making meetings of both associations available to members of both. This plan has already been discussed with Dr. Roy Brothers and Arlene and Ross Huckins of the AEVH Western Region who believe that the plan can be effective.

Joint publications and the possibility of a joint workshop, perhaps on low vision, were also discussed. Another plan which sounds extremely interesting, but which will require a great deal of coordinating effort if it is to become a reality, is for a "Joint Congress of Work for the Blind." This would be a full meeting of AEVH and AAWB and perhaps of other organizations of and for the blind.

Braille Authority: At Louisville, the AEVH Board of Directors agreed to a resolution which invites a small additional number of organizations to become sponsors of the Braille Authority and also outlining changes in the administration of the Braille Authority. Since this will not be final until after at least one more meeting, probably in September, we will hold details of these changes until a later issue of this bulletin.

Membership Committee: In the busy schedule at Louisville your Membership Committee's meeting could be fitted in only over breakfast – but perhaps that is a good idea for it was a very productive meeting! Various regional membership chairmen shared ideas and feelings which may lead to better ways of keeping records, greater ease in communicating with all our members, and improved opportunities for individual members in finding expression in the programs of AEVH. You will hear more!

Membership: A report of the Meeting of the Membership Committee appears in this issue of *Fountainhead* along with the report of the Conference, but we felt that we should take some space to let you know the status of membership for 1976 and to give you an idea of the schedule of the membership campaign for 1977. We are happy to announce that AEVH membership is up from 1975 – by 49 members! This is particularly noteworthy since many professional organizations reported a decrease in membership in 1976. At the time of the Conference there were 2326 active members; an additional 28 memberships were processed in July and August, so the membership to date is 2354. Two regions, Middle Atlantic and South Central, showed an increase in membership and one, North Central, remained exactly the same. Congratulations to the membership chairpersons in these regions! As indicated in the report of the Membership Committee, each region is now getting into the swing of membership recruitment and retention, and we feel sure that the membership report in the September, 1977, issue of *Fountainhead* will reflect the efforts of the regions.

By the time this copy of *Fountainhead* reaches you, materials for the 1977 campaign will have been mailed to each residential school membership chairperson. Through September and October we will also be sending materials to all teacher preparation centers to aid them in recruiting student memberships and doing individual billings to all non-residential and agency members. While we ask that memberships be returned to the Central Office by January 1, we realize that many AEVH members are faced with other professional dues payable at the same time, and would like to stress that AEVH dues may be paid at any time during the year. The first issue of *Fountainhead* for 1977 will be in the mails in the end of February and we would like to have the bulk of the memberships processed by then. However, it has always been a Central Office procedure to mail back issues of the AEVH publications to individuals who make dues payments later in the calendar year, so if your payment is not received before the *Fountainhead* is mailed, you will not miss this issue.

Membership forms and brochures will be sent to each regional chairperson for distribution on a regional level, but if any of you know of someone active in the field who is not a current member of AEVH, and will let us know the name and address, we will be glad to send materials out from the Central Office. We feel that AEVH has a lot to offer *everyone* in the field – won't you help us help your co-workers by enabling us to make membership available to them?

Child Care Worker/Houseparent Certification: Since the early 60's, AEVH has offered a Houseparent Certification Service to its membership. In 1972, Lee Jones, then President of AEVH, charged the Certification Committee with evaluating this service. A subsequent meeting of a special committee chaired by Gideon Jones, the Chairman of the Certification Committee, resulted in major revisions in all three classes of certification.

Class AAA Certification, the highest grade offered, now requires that the applicant's supervisor verify "exemplary" performance and further requires that each individual applicant supply evidence to the Certification Committee of advanced leadership skills and individual, innovative work in the field of supervision of children. When the requirements for AAA Certification were approved by the AEVH Board of Directors in 1973, it was felt that only a handful of child care workers would qualify for this class of certification each year.

During the conference, AAA applications for three child care workers from The Governor Morehead School in North Carolina were evaluated by the Certification Committee. We are happy to report to the membership of AEVH that all these applicants were awarded AAA Certification – the first AAA Certificates to be issued under the requirements revised in 1973.

Manual V. Kennedy, one of the houseparent supervisors at Governor Morehead, has been employed by the school since 1965. During this time he earned a B.A. in sociology, while continuing his daily routine at the school. In addition to his supervisory responsibilities at the school, he has also held leadership positions in Boy Scouts of America; been active in the In-Service Training Program at the school; represented the school as a delegate to the North Carolina State Employees Association; was Co-Chairman of the Self-Study and Evaluation Committee for the school during preparation for evaluation and accreditation by the Southern Association of Colleges and Schools, and was nominated by the AEVH Southeast Region as a candidate for the Regional Board of Directors.

Miss Ethel Lynn has been employed as a houseparent at the school since 1951. Long active as an officer of the AEVH Houseparents' Workshop, participating in Conference Programs from 1968-1974, Miss Lynn received her Certificate of Completion from the School of Social Work in Chapel Hill, North Carolina, in 1963. She received a Certificate of Recognition from the North Carolina School for the Deaf in 1970 to honor her for her years of service to the deaf. Active for many years in In-Service Training at the school, she has also taken courses in psychology and teaching from North Carolina State University.

Mrs. Christina Street, retired from the school at the end of the 1975-1976 school year, was an employee since 1959. She participated in the Chapel Hill Workshop in 1962, took courses in psychology and teaching from the North Carolina State University, received a Certificate of Recognition from North Carolina School for the Deaf for years of service to the deaf, and, for many years, attended the AEVH Biennial Conferences and participated in programs offered by the Houseparents' Workshop. She also received a Certification of Appreciation from Boy Scouts of America for her work as Den Mother for the Occoneechee Council in North Carolina.

We offer our warmest congratulations to Mr. Kennedy, Miss Lynn, and Mrs. Street, not only for meeting the requirements for AAA Certification, but also for caring enough about professional recognition in the field to take the time and trouble to apply for certification. We also wish to commend Mr. J. C. Beasley, Assistant Superintendent and Director of Housing, and the rest of the supervisory staff at The Governor Morehead School; the support and training of the staff at the school is a true indication of professionalism.

Gillette Scholarship: The R. L. Gillette Scholarship Fund was established in 1959 by a bequest to the American Foundation for the Blind in the will of the late Rose L. Gillette. It provides for a scholarship to be given to a blind female engaging in higher education studies in the field of music. In 1972, at the request of AFB, the AEVH Board of Directors approved a plan by which AEVH would cooperate with the Foundation in promoting the scholarship and in recruiting and screening applicants. Since that time a Selections Committee has reviewed applications annually and submitted to AFB a list of the scholarships to be awarded for each school year. For 1976-77 seven young women, five at the undergraduate and two at the graduate level, will receive funds from AFB.

The AEVH Selections Committee has been concerned over the cumbersome selections process for some time and felt that the allocations should be based on *talent* rather than *need*. Following a meeting at the Conference in Louisville, the Committee is working to revise the application requirements. The biggest change under consideration is for each applicant to submit a performance tape of two selections of different styles (one of which must be classical), not to exceed 10 minutes, with a brief commentary of what the selections are and why she chose them. The revised application will be submitted to the AEVH Board of Directors and to AFB for approval and will, hopefully, be available for distribution to all schools and agencies later this year. If you are interested in receiving additional information about this scholarship, please let the Central Office know; as soon as the new application is approved, we will be glad to send you a copy.

1976-1978 OFFICERS

As most of our readers know very well, AEVH has in recent years been making a number of efforts to get every AEVH member involved in the affairs and activities of the association. The encouragement of state and student chapters, the entire program of regionalization, and the current election system are all aspects of this effort. Much of the purpose of regionalization was not merely to bring AEVH meetings to those who could not attend biennial conferences, but also to develop the leadership talents of many members. As that leadership gains recognition at the regional level, the individual is likely to move to a directorship on the international Board of Directors; there he learns the problems and procedures involved in running an international organization with professional standards and a very modest budget. There he can again show his capacities for organization, innovation, and just plain getting things done – and he is likely soon to be considered for one of the top electoral positions of the association.

Although regionalization is in only its second biennium, we are already seeing some of this process come to fruition and it is good to know that most of our international directors (each representing an AEVH region) bring with them experience in leading a region through a successful biennium. We are also pleased to see among our elected officers several who contributed greatly to making the regional plan a success.

For members who did not get to the biennial conference in Louisville, this is our first opportunity to report the officers elected for this biennium, internationally, and within each region. Welcome to our new officers and directors, in whose hands we know that the affairs of AEVH will prosper:

BOARDS OF DIRECTORS

1976-1978 BIENNIUM

National Board

President	William J. McConnell	Virginia
President Elect	James E. Haralson	Indiana
1st Vice President	Richard G. Umsted	Ohio
2nd Vice President	Janie Fox Jones	Texas
Secretary-Treasurer	Leland C. Sanborn	Maryland
Immediate Past President	Ferne K. Roberts	New York

Directors		
Northeast Region	Lawrence Campbell	Massachusetts
Middle Atlantic Region	Norman Balot	Delaware
Southeast Region	Paul J. Lewis	Florida
North Central Region	Andrew S. Papineau	Wisconsin
South Central Region	D. Gary Coker	Tennessee
Western Region	Dean Tuttle	Colorado

Northeast Region Board

Chairman	William C. Sullivan	Vermont
Chairman-Elect	John L. Morse	New Hampshire
Secretary-Treasurer	Catherine C. Nixon	Connecticut
Directors		
	David P. Dorr	Maine
	Patricia May Taylor	Connecticut
	Dennis A. Lolli	Massachusetts

Middle Atlantic Region Board

Chairman	Rosemary O'Brien	Maryland
Chairman-Elect	Janet Simon	Pennsylvania
Secretary-Treasurer	Nan C. Dempsey	New Jersey
Directors		
	Virginia R. DeMarinis	New York
	Richard M. Jackson	New York
	Glenn E. Thompson	New York

Southeast Region Board

Chairman	York Hudgins	Georgia
Chairman-Elect	Samuel J. Cole	North Carolina
Secretary-Treasurer	Paul J. Lewis	Florida
Directors		
	Donovan S. Jones	Florida
	Linda A. Meehan	Florida
	Thomas Workman	West Virginia

North Central Region Board

Chairman	Charles C. Woodcock	Iowa
Chairman-Elect	Harold L. Hodges	Kansas
Secretary-Treasurer	Gaylen Kapperman	Illinois
Directors		
	D. Eugene Edwards	Missouri
	Ned T. Jackson	Illinois
	Jerry L. Regler	Nebraska

South Central Region Board

Chairman	R. Max Casey	Oklahoma
Chairman-Elect	Leonard M. Ogburn	Arkansas
Secretary-Treasurer	Mary Nelle Council	Tennessee
Directors		
	Ralph Brewer	Tennessee
	John Ed Chiles	Arkansas
	Beal Pickett	Oklahoma

Western Region Board

Chairman	Roy J. Brothers	Washington
Chairman-Elect	Donald H. Edwards	Oregon
Secretary-Treasurer	to be appointed	
Directors		
	Jane E. Brodie	Alaska
	Ron Darcy	Montana
	Kenneth T. McKie	Alberta, Canada

REPORT OF THE EXECUTIVE SECRETARY DELIVERED AT THE 1976 BIENNIAL CONFERENCE

JULY 5-9, 1976

In this and most associations, the report of the executive secretary tends to be a rather dry account of the business of the year. Because a rather special thing occurred during this past biennium, I am going to ask, as a matter of special privilege, to make a rather different kind of report.

The special thing which occurred is that I became President Elect of the American Association of Workers for the Blind. I think it would not be to the best interest of blind people and the blindness system for me to be, at the same time, president of AAWB and executive secretary of AEVH. Therefore, I have chosen to relinquish my status as your executive secretary during the two years when I shall be president of AAWB, two years beginning in July 1977. Since there will be no AEVH international conference in 1977, today may be my last opportunity to speak to all of you as your executive secretary, and I would like to review with you my more than seven years in this position. I also ask the privilege of elder statesman to add some comments based not only on those seven years but on the additional several terms as your elected secretary-treasurer which I enjoyed prior to becoming your executive secretary.

One accomplishment has been moving your central office to light, airy quarters with adequate space, well designed for the job we have to do. It is a marked contrast to the small, cluttered space the office occupied in the two preceding locations, the location in Washington not even having one window to the outer world. When I accepted responsibility in 1969 it was with the understanding that I would move the office to Philadelphia but it was not until the move to our present address, roughly two years ago, that we got really adequate space and are comfortable.

In accepting management of the AEVH office I also had another goal in mind, that of straightening out the finances. As an officer of the association, I was painfully aware that we were constantly running in the red. The specific form of running in the red was that each fall the association began to live on dues which are paid in the fall for the next year. I was determined to get us out of that vicious pattern and after insisting upon a few years of frugality, I managed to do that. For the past several years, AEVH has lived in any calendar year on the dues collected for that year. Last year, memberships were somewhat below expectation and our costs, like those of everyone else, insisted upon creeping up, so we managed within the income only by completely giving up some equipment the central office very much needed. Perhaps I should point out that although we had a dues increase a couple of years ago, that is wiped out by the fact that for the past two years we have sent $3.00 for each member to the regions. There has been essentially no increase in money available to the central office for years.

This year, the number of memberships continues to be below budgeted level, something which I find is true of most associations, including the large and powerful. Evidently it is a reflection of the times. Of course, the fact that other associations, including CEC, have lower membership, does not solve our problems. However, I have suggested to your Board of

Directors what I think is a workable plan and I still hope that we shall not have to touch a penny of 1977 dues to run the office in 1976. Fortunately, AEVH has comfortable savings as a cushion and we are far from being in financial trouble; if, as I hope, membership grows next year, the difficult financial situation will be relieved. Unfortunately, there are a great many costs over which we have absolutely no control so we must find a little more income each year.

Another major change since 1969 is the growth of chapters and regions. Although your Board of Directors does hope these will enlarge the membership, that is definitely not the first purpose for encouraging chapters and developing regions. The true reason is the wish to bring AEVH closer to all its members and to open opportunities for real participation to all. It takes a while for people to find out just how to work together and there have been some problems in the management of some of the regions and in communication with international officers and with the central office. I am confident that all these will be resolved.

At first, we thought that after there were regions there might be little need for state chapters. It now appears we may have been wrong about that. Today, many state employees cannot get permission for out-of-state travel, even to a contiguous state. Under such circumstances, state chapters are the natural development and I urge that they be encouraged, making AEVH a center for meaningful activity related to education of visually handicapped children on local, state, regional, and international levels. I would sincerely like to see more involvement with Canada and if any of you can help me to accomplish that in this next year I shall deeply appreciate it.

I would also like to see more ways in which AEVH can really serve, can foster supporting activities for professionals in our field. During the past year I and my staff, although not specifically AEVH staff (I am sure you know I also direct another agency and AEVH receives only part of my time) were involved in just such a project. We have sought out, reviewed, and annotated all the literature we could find on blindness, visual impairment, and deaf-blindness. The literature for the years 1953 through 1975 will appear, before the end of this year, in a book which is to be published by Temple University Press. We are also keeping that literature listing constantly up-to-date through a semiannual publication called *Blindness, Visual Impairment, Deaf-Blindness: Semiannual Listing of the Literature*. The first issue of that publication came off the press just before we left Philadelphia for Louisville and I hope all of you have seen it among the exhibits. I also hope that all of you will see that any publications of your own, or of your organization, are promptly sent to me so that they may receive listing and be made known to our field. I mean to make BVIDB a complete listing of all professional literature of our field written in English and not specifically medical. With your help I can do so and I beg for that help.

This project was supported by grants from two private sources. AEVH, along with AAWB, made the very important contribution of asking members to act on my Advisory Committee for the project and I wish especially to thank those members, Vahram Kashmanian, Dr. Ralph Peabody, and Michael Coyle. I believe that AEVH could find funding for special projects and that a very important part of our responsibility as a professional organization is to identify work which needs to be done in our field, design projects through which it could be done, and stimulate the funding to carry out such projects. We shall be a more meaningful association if professional activities are fostered at the regional, as well as the international, level.

Finally, I want to use this report to thank publicly the many people who have made a success of the past seven AEVH years. That very much includes the staff in the central office: Judith James upon whom I depend so much and whom I frankly describe as running AEVH; Carol Kropf, who shares in financial record keeping, publication proofreading, and the efficient running of four conventions. Less visible to all of you are two other workers who carry routines within the office, Catherine Cheadle and Mary Dougherty; without them, we would be in great trouble.

I also thank the literally hundreds of association members who have supported AEVH in ways large and small during my years as executive secretary: members who acted as officers at chapter, regional, and international levels, members who functioned on committees and task forces, members who filled out questionnaires which I had sent to them, members who shared information to be printed in our publications, members who notified us promptly when they changed their addresses, members who responded to ballots, conference registration materials, and many other communications from the central office. We are grateful to all of you and carefully read the little notes you sometimes enclose to personalize more routine materials.

Above all, I wish to express my gratitude for the privilege of working with a succession of AEVH presidents, each of whom has brought to that top association responsibility his own special personality, his own kind of leadership, but above all, an unstinting devotion to AEVH: William English, Carl Davis, Lee Jones, and Ferne Roberts. And in closing I pledge my allegiance for one more year to a man under whom I am happy to serve: William McConnell. With such leadership, AEVH should never have any insoluable problems.

REPORT OF THE RESOLUTIONS COMMITTEE
53RD BIENNIAL CONFERENCE
LOUISVILLE, JULY 8, 1976

Resolution #1:

WHEREAS: The 53rd Biennial Conference of the AEVH held in Louisville July 5-9, 1976 resulted in a most memorable Conference of the Association;

WHEREAS: The excellent sessions and workshops pointed toward new directions and dimensions;

BE IT RESOLVED by the AEVH in regular Biennial Conference, assembled on the 8th day of July, 1976, that appreciation and gratitude be extended to the officers and members of the North Central Region of the AEVH and to the Program and Host Committees for their outstanding planning, organization and efficiency which have produced such a memorable Conference, and

BE IT FURTHER RESOLVED that the members in attendance will utilize the knowledge gained to improve services to blind children during the next two years.

BE IT FURTHER RESOLVED that the musicians from the Kentucky School for the Blind be commended for their inspiring musical benediction at the opening session; and

BE IT FURTHER RESOLVED that the Girl Scout Troops #812 and 447 and Cadette Troop #898 also be commended for their gracious assistance to the Association and its members.

Resolution #2:

WHEREAS: The 53rd Biennial Conference of the AEVH was held in the Galt House at Louisville, Kentucky, July 5-9, 1976, in congenial and pleasant surroundings.

WHEREAS: The facilities were adequate and convenient for scheduled meetings.

WHEREAS: The hotel accommodations were most adequate for the personal comfort of those present.

WHEREAS: The management and staff have been most helpful to participants as well as to the host committee in planning the conference.

BE IT RESOLVED that the membership of the AEVH attending the convention do hereby commend the management and staff of the Galt House for their assistance in making the surroundings comfortable and convenient and for providing the personal interest and assistance which make such a conference enjoyable to all.

Resolution #3:

WHEREAS: The American Printing House for the Blind provides materials and services to educational programs serving visually handicapped children;

WHEREAS: An awareness of the availability of such materials and services is necessary to the development of adequate educational programs serving visually handicapped children; therefore,

BE IT RESOLVED by the Association for Education of the Visually Handicapped in conference assembled on this 8th day of July 1976: That sincere appreciation be extended to the American Printing House for the Blind and to its entire staff for affording the Association for Education of the Visually Handicapped membership the opportunity to tour its facilities on the afternoon of Thursday, July 8, 1976.

Resolution #4:

WHEREAS: The work of the American Printing House for the Blind is vital to the education of visually handicapped children;

WHEREAS: During the past three decades the scope of the activities of the American Printing House for the Blind has been significantly broadened through scientific research and the resulting development of much needed new materials; and programs,

WHEREAS: Courageous and innovative leadership has been required to bring about the development of many significant new programs:

WHEREAS: Mr. Finis E. Davis has served with distinction as a longtime member and former president of this association, therefore,

BE IT RESOLVED by the Association for Education of the Visually Handicapped in conference assembled on this 8th day of July 1976: that deep appreciation and sincere gratitude be extended to Mr. Finis E. Davis, vice-president and general manager of the American Printing House for the Blind from September 15, 1947, to August 31, 1976, for the courageous and innovative leadership which has been instrumental in broadening the educational opportunities of the visually handicapped children of the United States of America.

Resolution #5:

WHEREAS: Congress has passed P.L. 94-142 mandating a free appropriate public education for all handicapped children, and

WHEREAS: Funding has not been passed by Congress to implement P.L. 94-142, therefore,

BE IT RESOLVED by the AEVH in conference assembled in Louisville, Kentucky, on this 8th day of July, 1976, that the association direct its elected officials and employees to promote authorization to fund P.L. 94-142.

Resolution #6:

WHEREAS: Due to limited sensory stimulation, the visually handicapped child may be developmentally delayed during the years prior to entrance into a school program; and,

WHEREAS: Parents need knowledge, as well as support, when faced with the task of rearing a visually handicapped child; and,

WHEREAS: Schools have an obligation to provide such supportive and educational services to visually handicapped children and their families beginning at the child's birth; therefore,

BE IT RESOLVED by the AEVH in conference assembled in Louisville, Kentucky, on the 8th day of July, 1976 that AEVH members encourage and promote legislation within each state that would result in mandatory identification of visually handicapped children from birth and mandatory educational and supportive programs for visually handicapped children and their families from birth.

REVISED BUDGET FOR 1976

Regular Account

Projected Income

Membership	44,550		
Investments	3,300		
Chapter dues	800		
Conference Income	9,650		
Miscellaneous	430		58,730

Anticipated Expenditures

1	Contract with PRG, Inc.			
1.1	Occupancy expense	* 4,280		
1.2	Personnel	21,000	25,280	
2	Office supplies		800	
3	Equipment and equipment maintenance		900	
4	Printing (non-stationery)		1,700	
5	Stationery		500	
6	Accountant's fee		600	
7	Travel			
7.1	Staff	400		
7.2	Officers	740	1,140	
8	Postage		2,000	
9	Telephone		600	
10	Professional activities			
10.1	Publications	** 6,900		
10.2	WCWB	150		
10.3	Braille Authority	500		
10.4	ICEVH	60		
10.5	NAC	–		
10.6	Committee expense	–		
10.7	Workshop expense	200	7,810	
11	Life membership reserve funds		–	
12	Chapter dues		800	
13	Regional dues		** 6,900	
14	Conference & Selected Papers		9,650	
15	Reimbursables		–	
16	Miscellaneous		50	
				58,730

*Includes rent, cleaning and insurance
**At 2300 members

PERSONNEL

Job Opening in Texas: Executive Director of small voluntary agency specializing in programs for blind and visually impaired children and their parents. Minimum of Masters in Education, Psychology or Social Work, and five years experience with at least two involving administration. Beginning salary $16,000 to $20,000, with placement depending on qualifications. Deadline for applications is Nov. 1, 1976. Resumes should be sent to Dallas Services for Visually Impaired Children, 3802 Cole Ave., Dallas, Texas 75204. Equal Opportunity Employer.

ANNOUNCEMENTS

New Publication: A new semi-annual publication has been added to our field in an effort to help all students, researchers, and workers concerned with visual impairment and deaf-blindness to find needed items in our scattered literature. *BLINDNESS, VISUAL IMPAIRMENT, DEAF-BLINDNESS: Semiannual Listing of Current Literature* will list, annotate, and thoroughly index all relevant articles, books, reports, professional pamphlets, and significant mention of blindness in professional articles from other fields. The first issue came out in June 1976 and it is available for subscription by sending $5.00 ($6.00 outside U.S. and Canada) to

Nevil Interagency Referral Service
Room 400, 919 Walnut Street
Philadelphia, Pa. 19107.

In December, Temple University Press will publish a book of similar content and organization covering the literature from 1953 through 1975. We will tell you more about that in our next issue but want you to know that through these two publications you can save many hours of library search while having a real command of the literature of our field.

Electronic Mobility Devices Courses: Western Michigan University is offering three-week postgraduate courses in the use of Laser Cane and Pathsounder (Sept. 13 - Oct. 1 & Nov. 29 - Dec. 17) and use of Sonicguide (Oct. 4 - Oct. 22 & Nov. 1 – Nov. 19). Enrollment for Graduate Credit (3 hrs.) is available upon payment of graduate fees; however, this is optional. Course is open to certified Orientation and Mobility Specialists. For application and further information contact: Prof. Donald Blasch, Dept. of Blind Rehabilitation, Western Michigan University, Kalamazoo, MI 49008.

Budding Authors, Please Note: The Jean Riley Publishing Company wishes to publish the works of disabled writers and thus encourage independence and creativity. The non-profit corporation has been established to print, publish, and distribute written or transcribed material by disabled individuals. For more information write The Jean Riley Publishing Company, 415 N. East Street, Arlington, TX 76011.

Films, Anyone? An affiliate of the University of Southern California is sponsoring the Seventh Annual Film Festival on the Exceptional Individual, to occur March 11, 1977. Films submitted may be professional, independent, commercial or video tapes portraying handicapped children or adults and produced during the preceding 18 months. An audience of about 500 is anticipated and a special award will be given to the most outstanding film. To submit a film for consideration, send a one-page written description (do not send the work) including the following information: length, intended audience, content and distributor, to: Mr. Neil Goldstein, Assistant Director of Instructional Materials, University Affiliated Program, Childrens Hospital of Los Angeles, P.O. Box 54700, Los Angeles, CA 90054.

Piagetian Studies: This is a call for papers, films, video tapes, or Piagetian demonstrations for the Seventh Annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions, to occur January 28, 1977. Papers must be submitted no later than Nov. 1, 1976. For details contact Dr. Marie Poulsen, University Affiliated Program, Childrens Hospital of Los Angeles, P.O. Box 54700, Los Angeles, CA 90054.

Research Abroad: We believe that many of you would like to know that Dr. Kenneth A. Hanninen, whom many of you have known at Wayne State University, will spend the academic year 1976-77 at the University of Jyvaskyla in Finland. He will do a comparative study of education of blind and other visually handicapped under the auspices of a Fulbright-Hayes award and Wayne State University.

NEWS FROM CHAPTERS

The Florida State University student chapter of AEVH had an extremely busy and active year. Under the direction of Dee Disgdiertt, president of the student organization and with the guidance of the faculty advisor, Mrs. Ruth McInvale, the members were involved in several service projects, socials, and a trip to Georgia to visit special education programs.

One of the service projects involved taking the visually impaired elementary and secondary school students in Leon County to the Florida State Flying High Circus. The AEVH members also took a group of cerebral palsy children to Tot Lot at Trout Pond in Tallahassee, a recreational facility for the handicapped. Through bake sales, the organization was able to raise $150.00 to send a visually handicapped individual to compete in the Olympics for the Blind held in Toronto in August.

The members were given the opportunity to observe several special education programs for the visually impaired while on a field trip to Macon and Atlanta, Georgia. The students visited the Georgia Academy for the Blind in Macon and two resource rooms in Atlanta. They also visited the Margaret Harris Center for Handicapped Children and the Atlanta Vision Center with its braille library and braille computer project. The trip was enjoyable and informative for all.

This year was filled with many interesting events for the members and there are even bigger plans for the student chapter of AEVH for next year.

OUR MOVING MEMBERSHIP!

We in the Central Office have long felt our AEVH membership to be extremely mobile – students move from school to home addresses (and vice versa), teachers and other professionals move from one end of the country to the other, and people move back and forth from apartments to homes. As we receive notifications of address changes in the Central Office we notify each Regional Secretary-Treasurer and Regional Membership Chairperson of the move as well as making the adjustment in our records. However . . . many times we do not know of the move until after the fact and find out only because our United States mailing permit requires that the Post Office notify us when any publication cannot be delivered to an address and, if the information is known, notify us of the new address.

While this sounds like an easy way for us to keep up-to-date on the whereabouts of all of you, it has two drawbacks. First of all, the second class permit we use does not allow for either *Education of the Visually Handicapped* or *Fountainhead* to be forwarded. The Post Office tears off the address portion, discarding the rest of the issue, and sends this to us along with the new address. In addition, we must pay $.25 each time we receive one of these notifications. Thus AEVH loses two ways – you do not receive your issue of the publication and part of your membership dues goes to the United States Postal Service rather than toward direct services to all of you! We have printed a form on the back of this issue of *Fountainhead* and ask that any of you who are planning a move keep this in a safe place! By completing it and returning the *entire back page* to the Central Office *prior to your move*, you will be assured of receiving all publications due you on your membership and our postal expenses will be kept to a minimum. Thank you!

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Act of August 12, 1970; Section 3685,
Title 39, United States Code)

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ASSOCIATION FOR EDUCATION OF THE VISUALLY HANDICAPPED
CHANGE OF ADDRESS NOTIFICATION FORM

Note: Please fill in this form and return the **entire back page** of this issue o *Fountainhead* to the Central Office **as soon as you know your nev address.**

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FOUNTAINHEAD

November 1976 • Number 87

Industrials
INDEPENDENCE HALL

Association for Education of the Visually Handicapped
919 Walnut Street, 4th Floor • Philadelphia, Pennsylvania 19107

FOUNTAINHEAD

Number 87 **November 1976**

Editor: Mary K. Bauman

Publisher: Association for Education of the Visually Handicapped, Inc.
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Second class postage paid at Fort Washington, Pennsylvania.

Our Cover: Not a recent picture, but we could not resist using this for our last cover of the Bicentennial year. Thanks to Overbrook School, Mrs. Freund, and the students.

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Supporting Members for 1976

The Board of Directors of the Association for Education of the Visually Handicapped wishes to express the gratitude of the Association to the following Supporting Members (Patron, Sustaining, and Contributing Members). In addition to those listed, two Contributing Members preferred not to be listed. This understanding support has made possible another successful year of service to educators of visually handicapped children.

American Printing House for the Blind
American Foundation for the Blind
Cleveland Society for the Blind
Braille Institute of America, Inc.
Episcopal Guild for the Blind
The Seeing Eye, Inc.
Volunteer Services for the Blind

To all, our heartfelt thanks!

Annual Board Meeting: In mid-October there was a very busy weekend during which there were meetings of various AEVH committees, including the Executive Committee, the Publications Board, and Annual Meeting of the Board of Directors. We will attempt a capsule report of these meetings for you. Held at the Galt House, in Louisville, Kentucky, this was inevitably also a weekend full of memories of our very successful 1976 Conference, held in the same place.

Speaking of conferences, we do want to bring you up to date on the matter of the location of our 1978 conference. You will recall that 1978 will be the last conference whose general area was established under our old rules for rotation of conferences, and the designated general area is what is now our South Central Region. Therefore, as soon as AEVH regions became active, the South Central Region participated in planning for the 1978 conference by contacting hotels in relevant cities and brought to your Board of Directors a general recommendation which resulted in the selection of Dallas as the conference city. From among the few possible hotels, the Dallas Statler Hilton was chosen.

We know that our South Central Region and Texas Host Committee will develop an outstanding conference.

Judith James prepared a complex record of the growth (and, sometimes, non-growth!) of membership since 1970. Our best membership year, ever, was 1973 when we hit that ideal number of 2500. This year, our membership stands at 2375. Since we are very aware that a number of associations are experiencing a drop in membership, in some cases a very serious drop from the point of view of that association, we are not unhappy with present AEVH membership, but we *know* there are potential members whom we have not been able to reach. Won't you help us to find and reach them? If you hesitate, yourself, to ask these people to join AEVH, please send their names and addresses to your regional membership committee and let them make the contact.

Your Board is much encouraged by the response to a very small number of letters, sent early last summer, to solicit Supporting Members of AEVH. It was decided that a bigger effort will be made for next year, including the printing of a special brochure for these members. AEVH Board Policies establish four categories of Supporting Members, as follows:

Contributing	$ 50 — 99
Sustaining	100 — 499
Patron	500 — 999
Benefactor	1000 —

Perhaps you know an individual or an organization or a foundation which would welcome the opportunity to support AEVH and all that it stands for in the professions serving visually handicapped children. Again, if you hesitate to ask this support yourself, please send the name and address of the potential supporting member to your membership committee. Funding for special projects, task forces, and services must come from this source.

The names of Supporting Members for 1976 are printed earlier in this issue of FOUNTAINHEAD and will, in the future, regularly appear in the last issue of each year.

Your Board is concerned not only with getting members, but with serving them effectively. For some time various Board members have expressed concern about our AEVH members in Canada. Because very few of them can travel to meetings within United States, we fear that we are not providing real activities and involvement for them. Yet, a very large number of people in United States are equally much forbidden travel outside the country, so we cannot just plan regional meetings in Canada as the answer. We have been communicating with Mr. George Whetstone, of the Ross Macdonald School in Brantford, Ontario, about this and hope to develop a small meeting of concerned persons from both sides of the border to discuss what might be done about this.

Of course, one of the major actions of your Board at the Annual Meeting was the adoption of a budget for 1977. You will remember that last year, full of faith in AEVH and the good effects of regionalization, we developed a budget based upon having 2700 members; then, when it became evident that membership figure could not be realized, a change in budget became necessary. For 1977, your Board is more realistic. The budget, printed later in this issue, is based on just a hundred more members than we have this year. We all believe that is very possible.

Your President is now working on the appointment of all committees and some are already complete. The entire list will be printed in the first issue of FOUNTAINHEAD in 1977.

Your September issue of this bulletin (p. 7) told of the hope that a liaison might be developed between the legislative committees of both AEVH and AAWB and Mr. Irvin Schloss who is the Washington representative of the American Foundation for the Blind. A meeting with Mr. Schloss developed a plan by which he will inform the central offices of both AEVH and AAWB of all pertinent legislative developments; each central office will pass the information along to members of the Legislative Committee which, in AEVH, represents the six regions. During the meeting of your Board there was concern about lack of opportunity to meet and take concerted action, plus a general anxiety about AEVH's involvement in lobbying. We, as an association, simply do not have the money to become lobbyists. Your Policy Committee and your Board therefore took the following position: "For at least economic, and possibly for other reasons, AEVH is not a lobbying organization. Therefore our Legislative Committee is chiefly a means of communicating information about legislation to members and funneling back stands which may be taken on an individual basis by members so that such stands might be considered by the American Foundation for the Blind legislative representative in his testimony. The committee is also encouraged to bring current issues before regional and national meetings as a matter of information."

After much discussion because, frankly, there are about as many "cons" as there are "pros" on the question, your Board decided that AEVH should join the Affiliated Leadership League (ALL). Again, one of our concerns is that this group may favor legislation which might not be favored by a majority of AEVH members. However, it is felt that if this should develop, AEVH would drop out. It is one of the principles of ALL that member organizations in no way reduce their right to take positions of their own choice.

New (but not vastly different) guidelines were developed for new AEVH chapters. If any group of members who wish to develop a state or local chapter will write for the new guidelines, they will be forwarded promptly.

A new procedure was developed for the operation of Resolutions Committees at future conferences. This procedure will require that all resolutions be posted on a bulletin board on the day prior to voting on that resolution in the AEVH business meeting. Thus

Budget for 1977

Regular Account

Projected Income:			
Membership	$46,525		
Investments	5,084		
Chapter dues	800		
Reimbursables	250		
Miscellaneous	676		$53,335
Anticipated Expenditures:			
Central Office		25,676	
Occupancy	4,720*		
Staff	20,956		
Office supplies		1,000	
Equipment & maintenance		700	
Printing (non-stationery)		1,750	
Stationery		600	
Accountant/Consultant		1,560	
Travel		2,660	
Staff	1,660		
Officers	1,000		
Postage		1,730	
Telephone		450	
Professional		8,582	
Publications	7,422**		
WCWB	150		
Braille Authority	500		
ICEVH	60		
NAC/ALL	200		
Committee Expenses	100		
Workshop Expenses	100		
Miscellaneous	—		
Life Member reserve		665	
Chapter dues		800	
Regional rebate		6,912	
Reimbursables		250	
Miscellaneous		50	$53,335

*Includes rent, cleaning and insurance

**At 2,474 members

Budget for 1977

Publications Account

Projected Income:		
$3 per member from regular account	$7,422	
EVH sales and subscriptions	9,000	
FOUNTAINHEAD sales and subscriptions	100	
Miscellaneous, including microfilm royalties	178	$16,700
Anticipated Expenditures:		
Editorial costs	3,660	
Printing FOUNTAINHEAD	3,440	
Printing EVH (Ink print and Braille)	8,376	
Postage and mailing costs	928	
Copyrights	24	
Miscellaneous	272	$16,700

all members will have ample opportunity to review proposed resolutions and to be prepared to speak for or against them before the actual vote is taken.

There was some feeling that AEVH may need a spring, as well as a fall, meeting of the Board. This question, and others related to bringing better service to AEVH members, will be discussed by a small subcommittee of the Board at a meeting in early December. If you have ideas about ways in which your Association could serve you better, please send them at once to the central office. We want your suggestions!

Braille Authority: You will recall that your September issue of this bulletin announced that a reorganization of the Braille Authority was being planned. The purpose of this reorganization is at least twofold: 1.) To involve more of the organizations and readers concerned with braille, and 2.) to provide a more solid funding base for the work of the Authority.

To date, there have been two planning meetings, plus a lot of correspondence. The result is that on December 2 an organizational meeting will occur with at least the following becoming members of the Braille Authority; AEVH, AAWB, and the National Braille Association (the three organizations which have made up the Authority for the past few years), American Foundation for the Blind, American Printing House for the Blind, Library of Congress, and National Federation of the Blind. It is hoped that, by December, the following will also agree to join: American Council of the Blind, Association of Computing Machinery, Canadian National Institute for the Blind, Canadian Federation of the Blind, and Clovernook. Other sponsoring organizations may be added in the future.

Meanwhile, we have received the good news that Florida State University has received a grant, hopefully to run for three years, and of comfortable size to fund the immediately needed revisions of braille codes. Miss Marjorie Hooper will be Director of this revision. The combination of a better funded Braille Authority and sponsored revision of some of the codes should solve most of the problems related to braille codes for some time into the future.

American Printing House for the Blind: Your Executive Secretary was pleased to attend some of the meetings of the American Printing House for the Blind at which new materials, research, devices, etc., were discussed and displayed. As usual, this was an exciting meeting where the promise of things to come in terms of materials and equipment were on display. We especially enjoyed the leadership of the new director of the Printing House, Dr. Carson Nolan, and want here to wish Dr. Nolan and APH well.

Report of The AEVH President

1974-76 Biennium

I present this report with joy and sorrow, with pride and regret—with obvious ambivalence. The small measure of joy relates to the freedom from panic over uncompleted AEVH business as I fall asleep. A large measure of sorrow is for the lessened involvement in the exciting years ahead for AEVH. Pride is for those steps forward AEVH had taken during the 1974-76 biennium. Regret is, as always, for unrealized dreams and unfulfilled opportunities. It is an honor to be the president of AEVH and it is a memorable and enjoyable experience.

I wish to thank the Board of Directors and the members of the Headquarters staff for their hard work and devotion to AEVH and to the activities of this biennium. If it were possible, I would like to list all the hard-working members of standing and ad hoc committees. Some of the activities and accomplishments of the Board and the committees will be mentioned below.

In order to discuss the activities of the 1974-76 AEVH biennium, it is necessary to review some of the changes in the field of Special Education in these two years. Events which influence the education of handicapped children and the preparation of their teachers inevitably help to shape the direction of AEVH's work.

The passage of PL94-142, Education for All the Handicapped Act, will profoundly affect the way in which public day schools plan for the education of all handicapped children. Points of particular importance are the Act's emphasis on service to preschool children not now in school, on child-by-child assessment and written educational plans, on the participation of parents in the education of their children, and on the local education agency's responsibility for inservice training.

The recession and its fairly widespread depressing effect on education has resulted in the diminution of support services for handicapped children and in the employment of fewer teachers and other educational personnel. Incidentally, the recession has also led to a slight decrease in numbers of AEVH members.

Child placement philosophy has moved rapidly toward "mainstreaming" in many areas. Mainstreaming, placement in the "least restrictive" educational program, is the current term for the "integration" that many visually handicapped children have achieved during the past twenty years. However, our field has long recognized that mainstreaming is not inexpensive and that quality support services are essential. Other areas of Special Education do not share our past experience and are confused over teacher roles, over the nature of support services, and over fiscal responsibility.

Also, during this biennium, the competency-based teacher preparation model has been widely adopted by colleges and universities and has been mandated by some states as qualification for teacher certification. The focus on teacher acquisition of knowledges, skills, and attitudes rather than on completion of prescribed courses is leading us all to examine again what it is that makes a teacher effective.

As many of you are intimately aware, our field has continued a trend toward education of more multiply handicapped children. This means that we are continuously more involved with ideas and people from other areas of special education. This leads us to be open to the wider world of education and to redefine our relationship to our own basic identification with the field of visually handicapped and AEVH.

Some aspects of these various changes are reflected in the activities of AEVH:

1. The Certification Committee, chaired by Dr. Gideon Jones, has recommended and the Board has approved four significant changes in teacher certification requirements:

   (a) Henceforth, there will be two due dates, June 30 and January 1, for receipt of applications for AAA certification.

   (b) Class AA certification may be renewed following "three years of successful full-time teaching experience with visually handicapped children."

   (c) For Class AA certification a course on structure and function of the eye must include "educational implications."

   (d) For Class AA certification, an added category of coursework is Child Assessment and Evaluation.

2. The Standards Committee, chaired by Andrew Papineau, with special consultant Geraldine Scholl, has developed a format for the collection of information about the educational needs of visually handicapped children. From this data, the committee will make recommendations regarding optimal program types and regarding teacher competencies.

3. The Task Force on Sexuality, chaired by Robert Dodge, has planned interest group sessions and a concurrent program for this conference. The special techniques for achieving more effective education in this area for visually handicapped children have been the major concern of this Task Force.

4. The Publication Committee, chaired by York Hudgins, carried out its usual role of general oversight of AEVH publications, including EDUCATION OF THE VISUALLY HANDICAPPED, FOUNTAINHEAD, and SELECTED PAPERS. In addition, it furthered plans which led to simultaneous publication of EVH and NEW OUTLOOK with both journals entirely devoted to articles on assessment of the visually handicapped.

5. A Joint Committee on AEVH-AAWB Cooperation has held two meetings during this biennium. These meetings have resulted in exchange of observers at each other's Board meetings and in the appointment of two AEVH members to the AAWB Orientation and Mobility Certification Committee. Other cooperative activities have been placed on the agenda for discussion at the third meeting in 1977. Bill McConnell, Lee Sanborn, Rosemary O'Brien, Moe Haralson, and Mary Bauman are the AEVH representatives to this joint committee.

6. Other AEVH activities which have been carried out by Board and Executive Committee members include:

   (a) Participation in regional planning meetings for the White House Conference on the Handicapped.

   (b) All six AEVH Regional Conferences held in 1975 were attended by the President or Executive Secretary, in addition to Board members from the respective Regions. The Board organized a training session for newly elected regional officers at this conference in Louisville.

(c) The organization of AEVH Chapters has continued. At this Conference a charter will be presented to the Southern California Chapter. The Greater New York Metropolitan Chaper is virtually ready to receive a charter, and a brand new chapter in Ohio is growing rapidly.

(d) The Braille Authority sponsorship has been extensively reviewed during this biennium. AEVH, AAWB, and NBA, the current sponsors, appointed an ad hoc study committee which recommended enlargement of the sponsor group. A series of meetings with other sponsors has been scheduled for 1976-77 following an exploratory session in June 1976.

(e) AEVH has been represented by the President at meetings of the World Council for the Welfare of the Blind: The Quinquennial Conference, August 1974, in Sao Paulo, Brazil; the 150th Anniversary of the institution of the braille system, Paris, 1975; North American-Oceania Regional meeting, Toronto, June 1976. Ferne Roberts, AEVH delegate to the quinquennial conference, was elected to the WCWB Executive Committee.

During the 1976-78 biennium a very unusual change will occur in the executive direction of AEVH. As many of you know, Mrs. Mary K. Bauman, our Executive Secretary, was elected to be the President-Elect of AAWB in July 1975. In the next few months Mrs. Bauman will want to take a temporary leave so that she can fulfill her AAWB responsibilities. In order to assure a smooth transition during this period, the outgoing and in-coming presidents have appointed a committee to consider alternatives and make recommendations to the new AEVH Board of Directors.

I wish you all well, personally and professionally, for the next two years. See you in Texas in 1978!

Ferne K. Roberts

Report of the Task Force on Sex Education/Sexuality

Mr. Robert Dodge, Chairman of this Task Force, has submitted to your Board of Directors an account of the work of the Task Force during the past biennium. This report gives in some detail a review of the three programs on sex education and sexuality at the 1976 AEVH Conference. He goes on to say:

"The Task Force has provided a valuable service to professionals in presenting this program. I feel that the Task Force, in addition to the function of providing Conference programs, can be even more valuable by developing a project that will enable educators to obtain sexuality materials more readily or to know where to begin their search for information and materials. I have already been in contact with Carson Nolan of the American Printing House about the new computer system for information retrieval and annotated bibliographies. I see as a possible focal point for the Task Force the gathering of current literature and available materials and having within the computer system a section on Sex Education/Human Sexuality."

Your Board of Directors thanks Mr. Dodge for his efforts during the past biennium and encourages him to pursue the contact with the American Printing House to assure a bank of information and materials for all teachers of the visually handicapped.

In this connection, we would like to mention a little mimeo publication from Michigan State University, dated March 1975, but probably still very useful. This provides a selected bibliography on sexuality for the handicapped, separately listing articles, texts, pamphlets, materials specifically for the educator, resources for parents, and publications for the adolescent. Anyone interested in obtaining a copy should write to: Dr. George V. Gore, III, Department of Elementary and Special Education, College of Education, Michigan State University, East Lansing, MI 48824.

From the Regions & Chapters

Northeast Region: A one-day workshop on "Life Appropriate Educational Planning" was held at Boston College on Oct. 2. The speaker was Mr. Roger Hoffman, Director of the Blind, Multihandicapped, Unit of the Dixon State School, Illinois. He emphasized his task analysis model and directed his presentation to the work he is doing with severely handicapped populations, particularly those with visual handicaps.

Middle Atlantic Region: At an enthusiastic first fall Board meeting, the regional conference planning began. The conference will be held in Pittsburgh, Pa., on the weekend of Sept. 23-24, 1977. More details later.

Southeast Region: Belatedly (because of lack of space to review this earlier) we would like to praise Southeast Region for the second issue of their newsletter, *Insight*. Of particular interest is their report of a survey done by the Department for the Blind of the Florida School for the Deaf and the Blind, a study of services offered to the multihandicapped in 36 residential schools for the blind around the country. The newsletter summarizes information about such matters as teacher-pupil ratio, use of aides, number of low vision and O & M specialists, types of classes, cooperative training, medical reports, types of tests used, types of training offered, etc.

If AEVH members would like more information about this survey, write to: Miss Claudia McBryde, Corresponding Secretary, Association of Classroom Teachers, Department for the Blind, Florida School for the Deaf and the Blind, St. Augustine, FL 32084.

Florida Chapter: Again it is a newsletter which draws our attention—this time called *Envision.* A very useful column entitled "Creative Exchange" provides opportunity to share ideas, such as simple equipment or special ways of teaching difficult material. The newsletter shows variety, inventiveness, and excellent communication of news around the state.

Southern California Chapter: The fall business meeting is being held on Nov. 20 in Rowland Heights. The program will include a discussion of the changing role of the visually handicapped teacher, the curriculum of the pre-school blind child, and an Inter-Active Classroom Television System. Sounds interesting! We note that they also plan to have fun and make money for the chapter through "A Day at the Races" at the famous Santa Anita track.

Report of the Physical Education Workshop

The first program, "Physical Education with a Changing Population," was led by Larry Mann and Shirley Mills, both from Kentucky School for the Blind. Discussion centered in changes to meet the need of increasing numbers of deaf-blind and other multihandicapped students.

The leader of the second program, "Movement Education for the Deaf-Blind Child," was Annie Tolle, teacher at the Ohio State School for the Blind. In order for a deaf-blind child to learn, he must be encouraged to move from one place to another, to explore his environment. It is the responsibility of everyone who works with deaf-blind children to encourage them to practice and improve their motor skills. The practice of motor skills must not be left to an isolated 20- or 40-minute block of time each day. The skills must be practiced frequently throughout the day while doing daily tasks in both the classroom and the cottage. In this way, the child will learn to investigate his environment, to come out of himself and learn of the world around him.

The third meeting was given over to the business of the workshop, especially the election of officers for the new biennium who are:

Chairperson—Nova Hutchison, New Mexico
Co-Chairperson—Larry Mann, Kentucky
Recorder—Brenda Davis, Arkansas

During this conference, the number present at workshop meetings has varied from 10 to 16. In 1978, the members would like the Physical Education Workshop scheduled in a different meeting group than the Orientation and Mobility Workshop; many people seem to want to go to both workshops and were unable to do so this year.

A beginning on the work of 1978 was made through discussion of topics which would be of interest for meeting content during that conference.

It was requested by Dr. Charles Buell that the $25.00 assigned each workshop by the AEVH budget be given to him for the publication of the Physical Education Bibliography. All members present agreed.

Centers and Services for Deaf-Blind Children

The Bureau of Education for the Handicapped has funded ten Regional Centers for Deaf-Blind Children for a total of 16 million dollars to continue their second year of activities under a 3-year contract agreement.

Data submitted by the 10 Regional Centers to the Bureau indicates that as of January 1976 there are 5,979 deaf-blind children throughout the United States and the Territories. Of this number, it is estimated that in program year 1976-77 that:

1. Some 4,053 deaf-blind children will be enrolled in *full-time educational* programs funded in part, or totally by federal funds. Of this number, 499 will receive program emphasis in pre-voc/vocational services.
2. Some 600 deaf-blind children will be enrolled in *part-time educational programs* which provide at least 30 hours of service per year.
3. Some 318 children will receive *educational services* offered in a *home environment* for at least 30 hours per year. These services are made available only to children not enrolled in full- or part-time educational programs. A *home correspondence course developed* especially for parents of preschool deaf-blind children will also be made available to nearly 200 parents.
4. Some 1905 children will receive *summer services* which provide full-time educational services for at least 6 weeks of the summer months and allows for an extended school year program for those children who can most benefit from it.
5. *Initial medical diagnosis and educational evaluation* will be provided to some 551 children; and

periodic reassessments will be provided to about 2,328 children to review their progress for the purpose of revising the child's educational program.

6. *Family counseling* services will be provided to some 2,457 families or parent surrogates of deaf-blind children. These services will provide parents or guardians with a clinical/educational assessment of the progress of their child; opportunity to provide input into the development of the curriculum for their child; and training in the methods, techniques, and practices most likely to provide positive stimulus in the home environment to assist the child's progress.
7. *Short-term teacher training* of one week's duration will be provided some 601 teachers; and *long-term training* of 2 week's duration to some 186 teachers. *Short-term training* for 1 week will be provided to 713 aides and *initial aide training* for 1 month will be provided some 117 aides before employment.

The 10 Regional Centers will also be responsible for providing in 1976-77 certain basic supportive services to the States within their region. These include:

1. An operational *casefinding and referral system for locating* deaf-blind children. A registry is maintained by each Center and minimal data is gathered to assist in determining a child's eligibility for services under this program, and for developing a comprehensive long-term program of special educational assistance for each child.
2. An operational plan and program to assist projects funded under Title VI-C in the development of *individual instructional* or *prescribed educational plans* for each deaf-blind child.
3. An operational plan and *program for assisting State Education Agencies* and other responsible State agencies concerned with the education, rehabilitation, and health of deaf-blind children, *in the development of appropriate state plans* which will assure the provision of meaningful, relevant and continuous services throughout the lifetime of the deaf-blind person.
4. The collection, maintenance and dissemination by each Center of materials and information of practices found effective in working with deaf-blind children and their families, to all agencies serving deaf-blind children.

All of these services will be provided through some 300 programs and activities coordinated and funded under subcontract agreements between the 10 Regional Centers and their respective state and local education agencies, state departments of mental hygiene, and private non-profit agencies. Such a wide range of programs and activities, which include all 50 states and the Territories, is made possible by 16 million dollars in Title VI-C funds combined with as much, or more funds from state and local agencies.

Further information on services for deaf-blind children in a specific region may be obtained by writing the Regional Center Coordinator.

DEAF-BLIND REGIONAL CENTERS

REGION	COORDINATOR
NEW ENGLAND Conn., Maine, Mass., R.I., N.H.	John B. Sinclair Perkins School f/t Blind 175 N. Beacon St. Watertown, Mass. 02172 (617) 924-3434
MIDWEST Mich., Ill., Ind., Wisc., Ohio, Minn.	George Monk Mich. Dept. of Ed. 5th Floor, Davenport Bldg.

	Ottowa & Capitol Sts. Lansing, Mich. 48933 (517) 373-0108
SOUTH ATLANTIC N.C., Md., Va., D.C., W.Va., S.C.	Jeff Garrett N. C. Dept. of Public Instruction Div. of Except. Children Ed. Bldg. Raleigh, N.C. 27611 (919) 829-3005
MID-ATLANTIC N.J., N.Y., Pa., Del., Puerto Rico, Virgin Islands	Khogendra Das N.Y. Institute for Education of the Blind 999 Pelham Pkwy. Bronx, N.Y. 10469 (212) 547-1234
SOUTH CENTRAL Ark., Okla., La., Mo., Iowa	Jack English Callier Hearing and Speech Center 1966 Inwood Rd. Dallas, Tex. 75235 (214) 638-1100
NORTHWEST Alaska, Mont., Idaho, Ore., Wash.	Ken Patten 3411 South Alaska St. Seattle, Wash. 98118 (206) 464-6694
SOUTHEAST Ala., Ga., Tenn., Fla., Miss., Ky.	John W. Crosby Ala. Institute for the Deaf-Blind Box 698 Talladega, Ala. 35160 (205) 362-8460
SOUTHWEST Ariz., Nev., Calif., Guam, Hawaii, Trust Territories, Am. Samoa, Navajo Nation	Dr. Wm. Blea 721 Capitol Mall Sacramento, Calif. 95814 (916) 322-2173
MOUNTAIN PLAINS Co., Neb., Utah, N.D., Kansas, N.M., Wyo., S.D.	John A. Ogden 165 Cook St. Denver, Co. 80203 (303) 892-2083
TEXAS	Keneth Crow 201 E. 11th St. Austin, Tex. 78701 (512) 475-3407

Personnel

Perkins School for the Blind: The position of Director will be open on July 1, 1977. Applications are now being received by the Board of Trustees. Experience and skill in administration and background in special education necessary. Salary to be negotiated.

Applications and nominations should be sent to: Mr. Frank Lloyd, Associated Educational Consultants, Box 38, South Yarmouth, MA 02664. (617) 394-7600.

University of Virginia: Assistant Professor, Education, to advise graduate students specializing in education of visually impaired children, share in teaching graduate courses, share practicum supervision, do relevant research, and serve on administrative and academic committees in the School of Education. Requires doctorate in special education with emphasis in visually handicapped plus experience teaching blind and partially seeing children. Also highly desirable would be training and/or teaching in learning disabilities, behavior disorders, and/or mental retardation; training in curriculum development for exceptional children. Salary competitive. Preferred starting date Jan. 17, 1977, but, if necessary, starting date may be deferred until Sept. 1, 1977.

Send inquiries to: Don L. Walker, Ed. D., Chairman, Search Committee, Department of Special Education, Rm. 152, Ruffner Hall, University of Virginia, Charlottesville, VA 22903.

Teacher of Music Available: Certified to teach music; has Alabama certificate. Degree from Samford University in Accordion, Clarinet and Piano. Teacher's certification in education from University of Montevallo.

Contact Patricia Beiro, Box 409, Calera, AL. (205) 668-2614 or 668-0627.

Conferences and Meetings

ICEVH in Paris: The Sixth Quinquennial Conference of the International Council on Education of the Visually Handicapped will be held in the UNESCO building in Paris, Aug. 1-10, 1977. Registration will be limited to 500. Priority for participation will be as follows:

Members of the Executive and other active Committees of ICEVH

Delegates representing their countries

Individual members of ICEVH

Teachers of the visually handicapped, persons in other occupations related to the education of the visually handicapped, and Government representatives.

The United States is permitted six delegates; each AEVH Region will select one delegate. If other AEVH members wish to attend the conference, please write for information concerning registration to Dr. Jeanne Kenmore, 22 West 17th Street, New York, NY 10011.

Piagetian Theory: The University Affiliated Program at Childrens Hospital of Los Angeles and the USC Schools of Social Work and Education are co-sponsoring a one-day conference at the University of Southern California on Piagetian Theory and the Helping Professions on Jan. 28, 1977. Dr. Henry Maier, Professor of Social Work, University of Washington, will be one of the main speakers. If you are interested in submitting a theoretical or applied paper, demonstration symposium, video tape or film dealing with Piagetian Concepts or wish further information, contact: Piaget Conference Committee, University Affiliated Program, Childrens Hospital of Los Angeles, P.O. Box 54700, Los Angeles, CA 90054.

O & M Conference: On Feb. 17 and 18, 1977, the Southeastern Orientation and Mobility Conference will hold its 6th annual meeting in Nashville, Tennessee. Orientation and Mobility specialists in southeastern United States are invited to attend. Information and registration forms can be obtained by writing to Mike Corbett, 1977 Conference Chairman, at Box 512, Peabody College, Nashville, TN 37203.

Please Help Guatemala

Your September issue of FOUNTAINHEAD reported that the great earthquake last spring was extremely destructive to the school for the blind in Guatemala. Ferne Roberts wrote the school asking what materials we might be able to send from United States to help them. That list has now been received and is printed below.

However, it occurs to us that without central coordination, many of you might send the same items so that too many of one thing would be received, and none of another. Therefore, if you can send any of the items listed, please drop a note to your central AEVH office naming the items you will send. If that item has not already been supplied, your central office staff will immediately o.k. its being forwarded, and give you the correct address to which to send it. We also urge you to check with your post office or other means of shipping since it is not always easy to send large objects out of the country. They may have to be especially packed and marked.

1. Gymnasium equipment
2. Carpentry tools and equipment
3. Ceramics equipment including painting and oven
4. Braille Writer Machine (Stainsby)—large size
5. Skeleton, natural size
6. Perkins Brailler Machines
7. Colour Factor Mathematics with guides, No. 1 - 2 part, H. A. Thompson Educational Books Ltd., London
8. World Map, with braille guide
9. 2 sets of maps for America, Europe, Asia, Africa, and Oceania
10. 9 The Master Cube (American Printing House)
11. 5 Moulded Plastic 1 foot Braille Ruler with caliper slide (APH)

12. Set Giant Textured Beads (APH)
13. Mitchell Wire Forms with Matched Planes and Volumes (APH)
14. 4 Shoelace Aid (APH)
15. 20 The Cranmer Abacus with instruction manuals (APH)
16. 3 sets Puzzle Form-Board Kit (APH)
17. 1 Construct Set (APH)
18. Geometric Area and Volume Aid (Gava) (APH)

First Olympic Games for the Blind

The first Olympic Games for the Blind were held in Toronto, Canada, August 3-11, 1976. There were over 200 blind athletes from 26 countries. The leading countries in winning medals were Canada 35, Sweden 23, Great Britain 15, United States 14, Finland 13, and Poland 13. Twenty-five athletes from the U.S. participated in official and unofficial events.

The competition for the blind was part of a larger event, the 1976 Olympiad for the Disabled. In addition to blind athletes, 1100 wheelchair and 300 amputee athletes participated. Competition was limited to divisions, e.g., blind against blind.

Since 1952 wheelchair athletes have been competing on an international basis. For the first time blind and amputee athletes were invited to participate in 1976. The rules and events of this international competition are determined by the International Sports Organization for the Disabled with headquarters at Stoke Mandeville, England.

Five U.S. blind distance runners paired up with sighted Canadians to run five miles. Two Californians, Louis Lucero (29:32) and Mike Jones (29:44) finished first and second. The following day both of these blind runners entered and finished a marathon run in about 3 hours and 30 minutes. Although this was an unofficial event, the runners gained much respect by competing so well.

The first large wrestling camp ever held for blind competitors took place at the Kentucky School for the Blind, July 25 - Aug. 2. Sixty-five wrestlers and ten coaches participated in an outstanding camp program to learn international freestyle wrestling and to select a team to represent the U.S. The team defeated the York University Wrestling Club 21 to 15. The club team was composed of sighted wrestlers. The U.S. blind team defeated the blind Canadians 29½ to 2½. Although this competition was unofficial, the wrestlers clearly demonstrated the ability of blind individuals in the sport. Perhaps wrestling will be an official event in the next Games.

The Manager of the U.S. team was Dr. Charles Buell. The coaches were Lou Moneymaker, Judy Whyte, Leonard Ogburn, and Dr. David Beaver.

Publications

Large Type in Large Type: What a pleasure to have a catalogue of large type books printed in large type—so many catalogues are printed in such small type that a magnifier should be provided along with them! This listing of "all large type books brought to our attention at this time" is intended for the use of large type readers so that the potential reader may comfortably browse through to find interesting titles for himself; we applaud this contribution to the independence of visually handicapped readers.

The list of 2,552 books was compiled from the catalogues of 44 large type publishers. It makes no pretense at listing the many unusual volumes which have been custom printed in large type through the requests of individual readers to volunteer organizations.

The listing is made far more useful by the addition of three indexes: A Subject Index separated into general reading and textbooks, an Author

Index, and a Title Index. The system is simple enough so that the typical reader should have no difficulty in finding what he wants. The list seems quite inclusive, and the total organization good. This should be a valuable reference.

Large Type Books in Print: 1976. New York: R. R. Bowker Company, 1180 Avenue of the Americas, NY 10036.

Evaluation in Rehabilitation: The emphasis in this book is upon evaluation for vocational rehabilitation planning; consequently its content will be of only passing interest to those who work with young visually handicapped children. On the other hand, it can be very useful to those who work with the teenager and perhaps especially for those who work with multihandicapped teenagers.

Roughly a third of the book is devoted to basic discussion of measurement itself and of the broad areas of measurement such as intelligence, aptitude and achievement, personality, etc. This general background is then focused on vocational evaluation and related to some of the ways in which vocational success is measured.

Three kinds of highly specialized testing have their own separate chapters: Evaluation of the blind client by Mary K. Bauman, evaluation of the deaf client by Edna S. Levine, and evaluation of the mentally retarded adult by Marvin Rosen and Marvin S. Kivitz.

A final chapter on the assessment of counselor performance is somewhat disappointing because it is written only from the point of view of the trainer or supervisor of counselors, with painfully little regard for the consumer. To the counselee, administration's count of caseload or accuracy in filling out forms seems meaningless if the counselor has not been a warm, accepting person who helps the counselee achieve his own best potential.

Nevertheless, the book is an excellent resource for those concerned with evaluation at the teenage through adult levels, especially if they do not already have a good background in testing, norms, and kinds of tests available and/or if they are concerned with visually handicapped persons who are also deaf or mentally retarded.

Bolton, Brian. *Handbook of Measurement and Evaluation in Rehabilitation.* Baltimore: University Park Press, 1976, 362 pp., $18.50.

Precollege Programs: This publication grew out of a conference sponsored by the American Foundation for the Blind and held in Pittsburgh in 1974. Its purpose is to provide a picture of the rather diverse programs currently offered to blind youth as special orientation to and preparation for attending college. Authored by Edouard Wilson are two papers which describe the different settings and structures of the precollege programs and their curriculum content. Saul Freedman writes of the psychosocial aspects of these programs, and particularly about evaluation which includes vocational counseling, a psychosocial history of the young person, medical, educational, and psychological profiles. Tests recommended for psychological assessment in the precollege program are listed. Dr. Freedman stresses the importance of including the student and his parents in all of the planning. Robert Long writes about the importance of and standards for independent living for the college youth. Specifically, he reviews orientation and mobility, communication, daily living skills, and socialization skills.

Spungin, Susan Jay, Ed. *Precollege Programs for Blind and Visually Handicapped Students.* New York: American Foundation for the Blind, 1975, 30 pp.

Orientation is Fun! A slim but very

practical volume, this little book wastes few words on generalizations. Its content is detailed descriptions of 26 games through which young children (not necessarily visually handicapped) can improve body and space concepts basic to orientation and mobility. Charts and simple drawings of materials are included where necessary. The closing pages provide an Orientation and Mobility Basic Skills Checklist for Young Children—which may be where the teacher should start!

Drouillard, Richard C., Ed. *Games with a Purpose.* Available from: Michigan State Dept. of Education, Special Education Services Area, P.O. Box 420, Lansing, MI 48902.

Body and Sensory Awareness: Although some amount of development of body image and sharpening of sensory skills have probably always been part of the program for teaching visually handicapped children, there is no doubt that well organized attention to these areas has developed rapidly in recent years. The extension of orientation and mobility to young children and the school's emphasis upon social as well as academic learning have encouraged this.

Now the Illinois Office of Education has provided a very comprehensive curriculum guide for these facets of the educational program of young blind children. Five interrelated sections are presented: Body image, basic concepts and abilities, motor coordination, sensory modalities, and basic pre-cane skills. Activities, games, materials, references, and repeated stimulation for the teacher to add her own ideas—all these combine to make a rich resource.

Schiltz, Constance, Ed. *A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Handicapped.* Springfield, Ill.: Illinois Office of Education, 296 pp. plus a number of checklists.

For Deaf-Blind Children: This slim but extremely informative volume grew out of a language workshop conducted by the Mid-Atlantic-North and Caribbean Regional Center for Services to Deaf-Blind Children and held in Philadelphia in Jan. 1975. The result is a beautifully delineated series of levels of language functioning of deaf-blind children, and at each level a number of strategies are described for moving the child on to the next level. Each strategy is described in terms of materials used, the objective, and teacher procedures. The clear conceptualization of the ten levels (from non-responsive to use of academic language but with language problems) would, in itself, appear to be a real contribution, but great value also lies in the constant support and motivation to help the child advance.

Jones, Tom W., Jr., Ed. *Manual for Language Development: A Handbook of Strategies for Teaching Children whose Communication Skills Range from Non-Responsiveness to Use of Academic Language.* New York: Regional Center for Services to Deaf-Blind Children, 999 Pelham Parkway, Bronx, NY 10469.

New WHO Publication: Especially in children, inadequate dietary intake of vitamin A has serious health repercussions, including blindness. This report, just published, of a Joint World Health Organization/USAID Meeting in Indonesia late in 1974, is an account of vitamin A deficiency and its results. The report discusses the assessment and ecology of xerophthalmia, how it can be prevented, and treatment schedules. An adequate diet is a prerequisite for prevention but many social, economic, and biological factors play roles. A new classification of xerophthalmia is presented, with illustrations in color.

Vitamin A Deficiency and Xerophthalmia: Report of a Joint WHO/

USAID Meeting. World Health Organization Technical Report Series No. 590. Geneva: World Health Organization, 1976, 88 pp., $3.20.

Use of Low Vision Aids: Two very practical articles about low vision aids and their use appeared in the Spring issue of *Low Vision Abstracts.*

Pamela L. Cory relates low vision aids to the work of the rehabilitation teacher, including five basic steps in the assessment of the client's low vision needs and excellent short descriptions of possible aids, what they do for the client, and in what activities they could be helpful. All of this information could be equally helpful to the classroom or itinerant teacher.

Audrey J. Smith relates low vision aids to mobility through the results of three telephone surveys. These surveys contacted a cross-section of colleges and universities which prepare teachers of orientation and mobility, a sampling of O & M instructors in residential and day schools, and another group in agencies. Statistical analysis and a summary report is given for each survey.

Low Vision Abstracts, Spring 1976, Vol. II, No. 3. (Managing Editor: Marianne M. Apple, 640 Prospect St., Westfield, NJ 07090. Subscription $5 a year.)

Piaget and Blindness/Deaf-Blindness: Two recent articles show the relevance of Piagetian theory to our field.

Gottesman has in recent years reported two research studies with blind children, one on haptic perception and the other on conservation development. In the article reported here, he reviews his earlier work and integrates the somewhat differing results of the two studies to show that Piagetian tasks and theories can be applied with blind children; indeed, he concludes that vision is in no way essential to the particular tasks described. He found some lag in the development of blind children at younger ages, but his 8-11 years old performed as well as did the sighted controls. He concludes this was possible because the older children depended on integrative processes of cognitive functioning rather than upon less sophisticated sensory discriminatory abilities. Or, in simpler terminology, the older group had learned to compensate, had found ways to supplement the simple sensory information.

Bisno applied Piagetian theory and teaching precepts to deaf-blind children. She illustrates the success of this application with fairly detailed case studies of three such children and their rapid development with a Piagetian curriculum.

Gottesman, Milton. Stage development of blind children: A Piagetian view. In Marie K. Poulsen; James F. Magary; & Gerald I. Lubin, Eds., *Piagetian Theory and Its Implications for the Helping Professions.* Los Angeles, Cal.: University of Southern California, 1976, pp. 47-63, $8.50.

Bisno, Ann. An application of the Piaget model to a curriculum for deaf-blind children. In Gerald I. Lubin; James F. Magary; & Marie K. Poulsen, Eds., *Proceedings Fourth Interdisciplinary Seminar: Piagetian Theory and Its Implications for the Helping Professions.* Los Angeles, Cal.: University of Southern California, 1975, pp. 219-227, $7.50.

EXPECTATIONS 1976: This annual braille anthology of current children's literature, published by Braille Institute of America, is now available free to any blind American child in grades three through six.

Highlighting the 1976 edition are nine books, including *Who's That Stepping On Plymouth Rock?,* by Jean Fritz; *The Wizard's Tears,* by Maxine Kumin and Ann Sexton; *The Littlest Leaguer,* by Syd Hoff; *King Laurence The Alarm Clock,* by Peggy Mann;

McBroom Tells A Lie by Syd Fleishman; *The Remarkable Ride Of Israel Bissell As Related By Molly The Crow,* by Alice Schick and Marjorie N. Allen; *The Desert Is Theirs,* by Byrd Baylor; *The Last Voyage Of The Unlucky Katie Marie,* by Tom McGowen, and the *Stonecutter,* by Gerald McDermott.

Also included are chapters from three books. "Dragonwings" by Laurence Yep, "Zia" by Scott O'Dell and "Encyclopedia Brown And The Case Of The Dead Eagle" by Donald J. Sobol. This edition also contains a new page of microfragrance labels and four embossed pictures. Aileen Fisher, Myra Cohn Livingston, and Ethel Jacobson are among authors who contributed original verse.

Children and any organization serving blind children who wish to receive the volume should write to Betty Kalagian, Braille Institute of America, 741 N. Vermont Avenue, Los Angeles, CA 90029.

Miscellaneous

NIMIS: Teachers, parents, and special educators throughout the country should be aware of the services available from the National Instructional Materials Information System (NIMIS). NIMIS is a computer-based on-line interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials in the field of special education. It is funded by the Bureau of Education for the Handicapped, Office of Education, HEW.

A free 12-page brochure describing NIMIS and explaining how to use it may be obtained by sending a self-addressed envelope to: How to Use NIMIS, Information Services, National Center on Education Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210.

University of Virginia: The graduate program in Education of the Visually Impaired at the University of Virginia has been included in the Academic Common Market of the Southern Regional Education Board (SREB). The Academic Common Market is an arrangement whereby a unique program serving common needs but not available in all states in the region, is offered to students from all approving states at the tuition rates charged to residents of the state in which the program is located. In practical terms it means that students from SREB states which have approved the program may receive training in the education of visually impaired children at the University of Virginia, and pay only the tuition charged Virginia residents. So far the states of Alabama, Louisiana, South Carolina, Tennessee, and West Virginia have approved the University of Virginia Program.

For further information write to: Dr. Don L. Walker, Coordinator, Training Programs in Education of the Visually Impaired, Department of Special Education, 152 Ruffner Hall, University of Virginia, 405 Emmet Street, Charlottesville, VA 22903 (804) 924-7461.

New Appointment at APH: Dr. Carson Nolan, the new Vice President and General Manager of American Printing House for the Blind, has announced a new Director of the Department of Educational Research (the position in which Dr. Nolan himself became well known to so many AEVH members). The new Director is Dr. James Weber who earned his doctorate from the University of California, Berkeley. His background and experience are primarily in research methodology, educational evaluation, human learning, mathematics, and the physical sciences. For three years, he was research and evaluation specialist at The Center for Vocational Education at Ohio State University. During that time he was involved in the development and evaluation of a variety of career related instructional materials, including materials for use with hearing impaired students. Prior to that he was at Pennsylvania State University where he taught statistics, measurement, and evaluation, and directed several funded research projects.

A Catalogue in Sound: Aud-a-Buy, a free recorded catalogue on a soundsheet at 8-1/3 rpm, is now available from Science for the Blind Products. This is the first general mail order catalogue designed specifically for the visually limited. Games, puzzles, gifts, and holiday goodies are described, and ordering instructions and prices are all included in sound. Christmas shopping can be a leisurely, *independent* activity this year!

Aud-a-Buy may be requested, at no charge from: SFB Products, 221 Rock Hill Road, Bala-Cynwyd, PA 19004.

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Act of August 12, 1970: Section 3685.
Title 39. United States Code)

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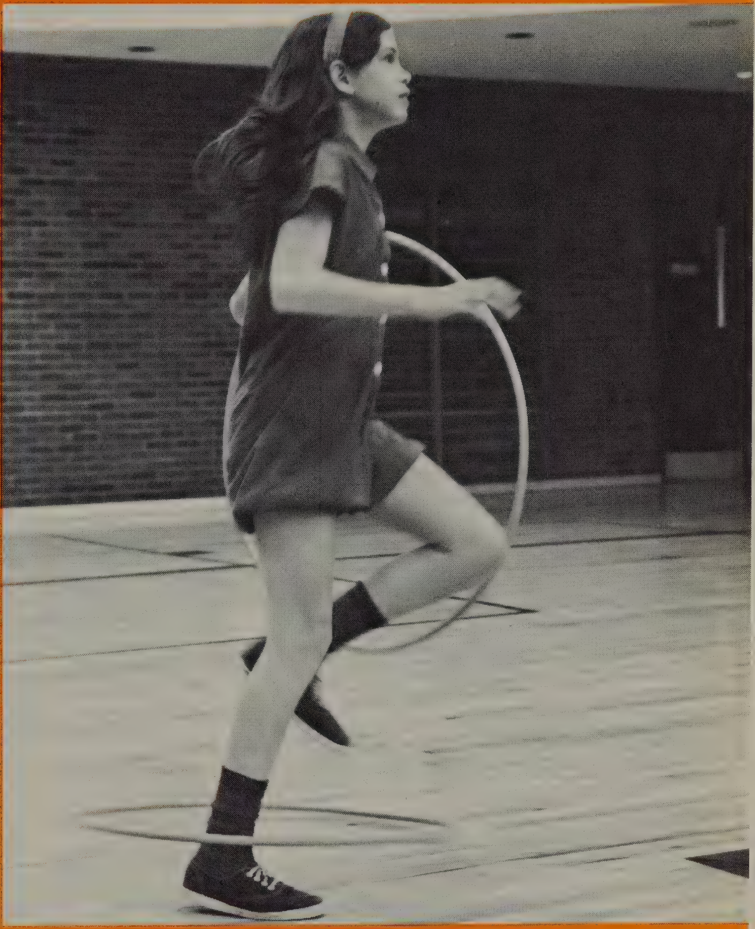

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FOUNTAINHEAD

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Our Cover: We'd like to call this "On to Canada!" In fact, it is Patricia Michalski, of Ottawa, Ontario, in the gym of the W. Ross Macdonald School which we invite you all to visit next fall. See Page 2.

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AEVH NEWS

Plans for Meeting in Canada: A goodly number of AEVH members returned the postcard insert from the last issue of FOUNTAINHEAD to tell us that they favor our planning a meeting in Canada. Unfortunately, only about half of those who favor such a meeting also say they believe they could attend it! Nevertheless, we are moving forward with the plans.

Mr. George C. Whetstone, Superintendent of the W. Ross Macdonald School in Brantford, will very generously act as the center for this meeting which will include a tour of the School and some time given to presentation of a professional program. The tour will probably occur on a Friday morning so that visitors can see the School in action before the children leave for home around noon. Tentatively, this trip will occur in early fall, probably early October.

Much more planning must be done, but we do want you to know that the meeting will almost certainly become a reality, we thank all of you who responded with encouraging postcards, and we will have more news for you soon.

Membership: By the time this issue of FOUNTAINHEAD is in your hands, the central office will have sent the final renewal notices to all 1976 members. This year, for the first time, we sent three separate notices to each member since we know that non-essential bills do have a tendency to stray at bill-paying time. Just before press-time in mid-January, we had 1887 members for 1977. Our total membership for 1976 was 2375, so we were still short of our 1976 total, as well as being short of our budgeted goal for 1977 of 2474.

However, we are confident that our repeated renewal reminders, as well as the reminders sent by the regions, will have positive results. We know, too, that since this is the year for regional conferences, we can count on many more new members joining during these summer conferences–some people who needed demonstrated proof of the value of AEVH membership, others who never heard of AEVH before!

We do want to welcome the over 400 new members who were on the rolls at press-time. These represent all categories of membership–students, paraprofessionals, teachers, administrators, and group memberships. To all of you, welcome to *the* professional organization for educators of the visually handicapped! We look forward to your active involvement. If you have suggestions for ways to make your membership more meaningful, or questions about the why's and wherefore's of AEVH, please write to the central office. We will channel your questions and concerns to the appropriate National or regional board member.

We know that these new memberships represent, for a large part, the recruitment efforts of the regional membership chairpersons. We would like to take this opportunity to thank all of them. Janie Fox Jones, the Second Vice President and Chairperson of the National Membership Committee, has been in touch with her committee and has some innovative plans for the future–keep reading the membership section of FOUNTAINHEAD!

Where, Oh, Where Has Your Secretary Been? It was your Executive Secretary's privilege to participate as one of the speakers at a three-day Symposium on the Assessment of the Visually Handicapped at The Florida State University, Tallahassee. Organized under the leadership of Dr. Gideon R. Jones (until recently Chairperson of the AEVH Certification Committee), the Symposium presented the most recent information in varied kinds of assessment: ophthalmological, low vision, achievement, psychological, orientation and mobility, etc. Other speakers included Dr. Perla E. Tait, Dr. Purvis E. Ponder, and Dr. Sheldon S. Maron. The "wrap-up" was provided by Georgie Lee Abel from San Francisco State College. It was a fine meeting!

In October it was my privilege to attend the dedication of the Helen Keller National Center for Deaf-Blind Youths and Adults at Sands Point, New York. This is a remarkable facility, with the newest equipment especially devised to make the most of minimal hearing or vision. The Helen Keller Center provides the following services for deaf-blind persons from all over United States: 1.) Direct service to deaf-blind people; 2.) direct services to agencies serving deaf-blind people; 3.) community education especially designed to lessen the gap between deaf-blind people and the environment in which they live; 4.) conducting of research; 5.) maintenance of the National Register of Deaf-Blind Children and Adults. Although not formally listed among the purposes of the Center, this fine facility is also a tribute to that small but dedicated group of people who try to bring genuine understanding and acceptance to deaf-blind children and adults.

In early January it was again my

privilege to attend a dedication, this time of the Ellen Beach Mack Rehabilitation Center in Columbia, S.C. Again, I could not fail to be impressed by the combination of research, planning, and architectural excellence which made the four buildings, which make up the Center, so modern, so functional, and yet so beautiful. Totally accessible to persons of all handicaps (although specifically for blind and multihandicapped blind persons), equipped with the most modern instruments, and made alive by highly professional personnel, this fine Center has much to offer for blind people of all ages. The buildings also house the offices of the Commission for the Blind, the library which serves all of the state, and social and rehabilitative services.

A very special experience was my recent participation in the Mary E. Switzer Seminar on Aging and Blindness. Admittedly, this seminar on geriatric blindness has limited relationship to my work with AEVH, where primary concern is with children and youth, but it does relate to some other aspects of my responsibility and was a very interesting and instructive experience. Five papers were prepared by specialists in the field and circulated prior to the meeting. Discussion at the seminar used those papers as a starting place but went on to make some strong recommendations which, hopefully, may improve—or at least set some standards for—service to visually handicapped people of all ages.

FROM THE REGIONS AND CHAPTERS

Southeast Region continues to present an effective model for a regional newsletter. From the content, it would appear that in each state of the Region some member has responsibility for getting news of that state to the editor of the regional newsletter. Sometimes the communication is lengthy, sometimes brief, but always interesting. I am pleased to quote from the message of York Hudgins, Chairperson of the Southeast Region, as it appears in the October 1976 issue of the newsletter, *Insight:* "One of the best things that has happened to our Association in its long and productive history was our going through the regionalization process. Regionalization has brought us at the community level much closer together, and it allows us to be more active in our Association affairs."

Southeast Region also published, in very attractive form, the list of the names and addresses of its 1976 members.

The same good reporting system develops a less imposing but people-oriented newsletter, called *Envision,* for the Florida Chapter.

North Central Region is busy planning its regional conference for June 15-17, 1977. They were fortunate in having several bids for hosting the conference and have accepted the bid from Ohio. The site will be Columbus, Ohio. We will be happy to share program plans with all of you as soon as they are available.

BRAILLE AUTHORITY

Your September and November issues of this bulletin indicated that some changes in the Braille Authority were in process of occurring. We would now like to report these changes in more detail.

At one time—and for many years—the Braille Authority was a small Committee of dedicated Braille specialists who devoted a great deal of their personal time to trying to keep the Braille codes in touch with changing times and changing demands upon the codes. The persons on this small Committee were jointly appointed by the presidents of AEVH and AAWB, and a gesture of financial support was made by both AEVH and AAWB. More recently, the National Braille Association became a third sponsor, so the committee members were appointed by all three and financial support came from all three. During the later years, a National Advisory Council to the Braille Authority was also appointed to provide support, review, and "advice."

However, in the last year or two it has become clear that other organizations and individuals should have input and this was particularly true for consumers. It was also clear that the demands upon the Braille Authority could not be satisfied without much more financial support, since each of the three sponsors gave only $500 per year, a total of $1,500. The Braille Authority and its Advisory Council therefore recommended to the three sponsoring organizations that some way be found to provide wider input of ideas and support and, especially, more feedback in relation to Braille codes.

Consequently, in meetings which began early last summer, the three sponsors invited other organizations to participate in a reorganization of the Braille Authority. To some extent, that reorganization is still in process, but we can report that the following has definitely occurred:

What is essentially a new organization has been formed with the name Braille Authority of North America (BANA). To date, the following organizations have joined BANA:

American Association of Workers for the Blind
American Council of the Blind
Association for Computing Machinery
Association for Education of the Visually Handicapped
American Foundation for the Blind
American Printing House for the Blind
The Canadian National Institute for the Blind
Clovernook Home and School for the Blind
Library of Congress
National Braille Association
National Federation of the Blind

The following officers have been elected:

Chairman - Harold G. Roberts (AAWB)
Vice Chairman - Dr. Kenneth Jernigan (NFB)
Treasurer - Martin F. Droege (CHSB)
Secretary - Mrs. Bobbe Richman (NBA)

At their organizational meeting in Chicago, on December 2, 1976, it was also agreed that the annual dues, for each member, would be $500. To the extent that funds provided by these dues proved inadequate for projects, special funding would be sought. A bylaws committee was charged with preparing a Statement of Purpose, Articles of Incorporation, and Bylaws. It was informally agreed that there should be communication and an exchange of ideas with similar bodies, worldwide, including the Uniform Type Committee of Great Britain and the World Council for the Welfare of the Blind. At some time in the future, other organizations may become members of BANA, but additional members are not being sought at the present time since it seems wise to firm up the present organization first.

Concurrent with the above activities, some quite different efforts were being made to develop funding for needed revision of Braille codes. As your November issue of FOUNTAINHEAD indicated, Florida State University did receive a grant for this purpose, and the director of the project is Miss Marjorie Hooper, long known to many of you through responsibilities at American Printing House for the Blind. Miss Hooper has established technical advisory groups for mathematics and science Braille, music Braille, and computer Braille, and meetings have been scheduled for the first two groups in January and February respectively. Miss Hooper has postponed establishing a group for textbook format Braille because the new Code is currently in press, and she felt that the work of such a committee should be deferred until some experience had been gained with the new Code, and problems identified. Miss Hooper is considering the establishment of an additional committee to consider the problem of making Grade 2 literary Braille more "computer compatible," something suggested during an AFB-sponsored workshop held in June in New York City.

BANA will appoint a subcommittee to prepare a memorandum of understanding of relations between Florida State University and BANA and has already sent a committee to discuss details of the relationships with Miss Hooper.

From the beginning of discussions last summer, there has been general agreement on the importance of input from each of the member organizations of BANA. Our AEVH representative is James E. Haralson, our President-Elect and Principal of the Indiana School for the Blind, 7725 North College Avenue, Indianapolis, IN 46240. AEVH members are strongly encouraged to communicate to Mr. Haralson their concerns and suggestions about changes in Braille codes. You can have impact!

NEW RESOURCE

If you ever want and/or need to know just about anything related to blindness, visual handicaps, or deaf-blindness, if you ever consult the literature of our field, this book can be of great importance to you.

If you want to keep abreast of the most current writing in this professional field, any material printed in English not only in United States but worldwide, this journal can be of great importance to you.

The book and the journal share a single major title: *Blindness, Visual Impairment, Deaf-Blindness.* The book's descriptive subtitle shows that it is an annotated listing of, as nearly as it could be identified, all the English language literature about the three title topics printed between 1953 and the end of 1975. The journal's subtitle quite simply states that it is an "annotated listing of the current literature," and for the journal this listing begins with 1976. At this point, the two issues for 1976 are in print and available. It is anticipated that the journal will continue to appear in summer and winter issues to maintain a listing which is never more than six months old.

The book begins its coverage with 1953 because literature of the earlier years is listed in *Books About the Blind* by Helga Lende (American Foundation for the Blind, 1953). Subsequently, a card catalogue of much of the literature of the fifties and sixties was published by American Association of Workers for the Blind, but this was incomplete and was abandoned when federal funding for it was lost.

When an effort to complete and update the card catalogue was considered, an advisory committee was appointed by AEVH and AAWB to guide your Executive Secretary and the Nevil Interagency Referral Service in this program. That advisory committee decided that it would be far better to put the listing of literature 1953-75 into book form rather than a card catalogue. The book is more easily stored and used and a content index is far more readily related to a book.

It is this content index, developed under expert consultation, which makes the book so easy to use and the reaching of even unusual subjects a matter of seconds.

After funding from the Nevil Trust Funds (Philadelphia area) had been assured, Temple University was invited to develop a project which would include both publication of the book and establishment of a special reading room in Paley Library. The reading room will be a "first," as far as we know, since it will focus in depth upon resource materials related to blindness, visual impairment, deaf-blindness, and deafness. This reference library will be dedicated in the spring of 1977 and will be available to all students, scholars, and professional workers interested in the non-medical aspects of sensory deficit. The library will, of course, be kept current by continuing additions as new publications appear. The book covering the literature of 1953-75 is kept current by the semiannual for which basic funding is provided by the Rauch Foundation.

Please order the book and semiannual from separate sources as listed below. Please do not send a check to the AEVH central office for either, even though your Executive Secretary is the compiler.

The book: *Blindness, Visual Impairment, Deaf-Blindness: Annotated Listing of the Literature, 1953-75.* Temple University Press, Philadelphia, PA 19122. Price $25.

The journal: *Blindness, Visual Impairment, Deaf-Blindness: Semiannual Listing of Current Literature.* Volume 1 (1976) now available, and ongoing subscriptions may be placed with Nevil Interagency Referral Service, 919 Walnut Street, Philadelphia, PA 19107. Price $5 per year.

PERSONNEL

Needed Immediately: Orientation and Mobility/Itinerant Teacher staff position. Dual competency and function required. Montgomery County Public Schools, Maryland. Contact Dr. Rosemary O'Brien, Supervisor of Vision Services, 850 Hungerford Drive, Rockville, MD 20850. Tel. (301) 279-3407.

Teacher of Visually and/or Multiply Handicapped: Recent graduate of Dominican College of Blauvelt, BA in English with certification to teach the visually handicapped. Contact Lynn Tackaberry, 41 Ivers Road, Allendale, NJ 07401. Tel. (201) 327-2913.

Honors to AEVH Member: Bashir A. Masoodi, Coordinator, Program for Blind and Partially Seeing Students, Special Education Department, Gary Community Schools, has been selected as an Outstanding Leader in American Education for 1976 in recognition of his professional achievement and community service. Educated in India, and at Hunter College, Adelphi University, and Indiana University, he was employed by New York Institute for Education of the Blind before moving to the Gary Public Schools. He is also a board member of organizations in rehabilitation, mental health, and camping for blind persons.

MEETING AND CONFERENCES

Assessment of Developmentally Delayed: The College of Medicine and

Dentistry of New Jersey–Rutgers Medical School–Department of Psychiatry, will offer an Intensive Workshop on the Assessment of the Developmentally Delayed Infant and Young Child. The dates are June 20 through July 1, 1977; the place, Piscataway, N.J., which is within easy public transportation access to New York City, Philadelphia, and the Jersey Shore.

The Workshop is limited to 12 participants. It will provide an intensive, practical experience with young handicapped children. Seminars, case staffings, and one-way mirror observations will be offered. The recent increase in Early Intervention Programs for Handicapped Children has created the need for skilled personnel. Psychologists with specialized skills in this area are rare. This Workshop is designed to enhance assessment skills so that families with young handicapped children may be served competently.

Tuition of $225 includes all materials fees. Housing costs $80 for single occupancy, $62 per person for shared occupancy.

For application forms and further information, please contact: Dr. Joan B. Chase, Associate Professor, Department of Psychiatry, CMDNJ-Rutgers Medical School, Hoes Lane, Piscataway, NJ 08854.

AAHPER: The American Alliance for Health, Physical Education, and Recreation has tentatively scheduled a conference for some time in June 1977. This will involve impaired and disabled persons in evaluating methods, activities, facilities, equipment, etc., for the physical education and recreation of special populations. Participation will be limited to individuals from high school through adults who have some physical, mental, emotional, or social impairment, disability or handicapping condition. Staff for the conference must meet that same basic criteria but must also have professional background in physical education or recreation. As plans progress, further details will be provided.

AAWB at Portland, Oregon: The Biennial Conference of the American Association of Workers for the Blind will be held in Portland, July 17-19, 1977. The Keynote Speaker will be Sir John Wilson, Director of the Royal Commonwealth Society for the Blind, a world leader in prevention of blindness and rehabilitation/education of blind people and a fascinating speaker. General sessions will present outstanding programs in the following areas: public relations, the changing population of the blind, prevention of blindness, consumer participation, and leisure activities. There will be concurrent workshops on major topics of the day. Also, each of the eleven interest groups (similar to AEVH workshops) will present programs in their interest areas. On Sunday, July 17, there will be intensive workshop programs on low vision and on public relations.

AAWB especially welcomes members of AEVH to its conference. We have many mutual interests and concerns. The Western Region of AEVH, under the leadership of Dr. Roy Brothers, is working on plans to hold the Western Regional Conference at the same time–what an excellent opportunity to exchange ideas and concerns!

CEC in Atlanta: Meetings will be held at the new World Congress Center in Atlanta with all program activities under one roof. As usual, the professional program is heavily scheduled. Most division meetings will occur on Sunday and Monday, April 10 and 11. Tuesday is Division Identity Day, during which all divisions will present a full day of professional sessions. The regular schedule of section meetings and convention features will continue on Wednesday, Thursday and Friday.

For further information, write to CEC, 1920 Association Drive, Reston, VA 22091.

National Athletic Competition: Out of the modest beginnings made by blind teams from United States at the Olympics at Toronto in August, 1976, grew the realization that the blind in this country need an organization to promote athletic opportunities for all blind citizens. This realization was brought into fruition in November, when the United States Association for Blind Athletes was established at a national meeting in Kansas City.

USABA is seeking blind or visually impaired athletes in track and field, swimming, and wrestling to participate in the first National Competition to be held at Western Illinois University on March 23 through 26, 1977. Local committees are raising funds to support the contestants' training and transportation for these events. The main goal of USABA is to develop individual independence through athletic competition without unnecessary restrictions.

Arthur Copeland, USABA President, says any legally blind person, regardless of age, will be considered. Tryouts for the March competition are being held in most parts of the country. For information on contacting your regional representative, call or write Mr. David Beaver, USABA National Sports Development, PEM-14C, Western Illinois University, Macomb, IL 61445. Tel. (309) 298-1332.

18th International Montessori Congress: The theme of this conference will be "Montessori Method and Handicapped Child." The congress will be held in Munich, West Germany, July 4-8, 1977. Workshops will be held on usage of Montessori materials and programs for early therapy and pedagogy. There will be demonstration of programs for early diagnosis, early therapy, and early social integration of multiply handicapped children. The languages used will be English and German.

For more information contact "Montessori-Kongress München," Kinderzentrum München, Güllstrasse 3, D-8000 München 2, West Germany.

Early Childhood: The Association for Childhood Education International Annual Study Conference will be held at the Leamington Hotel, Minneapolis, Minnesota, April 10-15, 1977. For more information, contact ACEI, 3615 Wisconsin Avenue, N.W., Washington, DC 20016.

EQUIPMENT–MATERIALS

Pencil Gripper Helps Children Overcome Writing Problems: A device designed to help children overcome writing difficulties has been introduced by Hoyle Engineering Company. Called Grip-E-Z Pen and Pencil Gripper, the triangular adapter has three cushiony gripping surfaces which provide stability and comfort unobtainable from the slick, hard, rounded surfaces of the common pen or pencil. The Gripper fits standard size round or hex pencils and some special primary pencils and crayons.

The soft plastic material and flat surfaces give maximum holding power with minimum finger pressure. The 1¾-inch length of the Gripper defines the correct portion of the pencil to grip and reminds the child if his fingers stray too close to the point.

Free samples for testing are available to schools who request them from Hoyle Engineering Company, 302 Orange Grove, Fillmore, CA 93015.

Government Optacon Program: Funding totaling over one million dollars for the first year of a proposed three-year program to disseminate Optacons has been approved by the Bureau of Education for the Handicapped, Office of Education. This is the first program of its kind to be federally funded.

Ground work for the program was accomplished this summer when approximately 100 teachers of the visually handicapped were professionally prepared for Optacon teaching. Now, these teachers will be provided with Optacons and teaching equipment so that approximately 200 blind students can receive Optacon instruction during the first year. The succeeding two years of the program, when approved, will provide Optacons and training for an additional 655 students.

Kitchen Scales: Your AEVH central office has a letter from an engineering company in England stating: "We have recently commenced manufacturing kitchen scales in braille for use by the Blind. These scales are calibrated in Imperial (Pounds and Ounces) or Metric (Kilos and Grams). Our special price to Associations is 2 pounds sterling each FOB London. Minimum quantity to qualify for this price is 125 units. This will be the most economical way to buy for your members. However, we are prepared to supply smaller quantities down to one scale directly from factory, but these will be at a higher price."

Unfortunately, your central office is in no position to negotiate the purchase and re-sale of kitchen scales. However, any organization interested in quantity buying, or any individual wishing such a scale may write directly to: Waymaster Precision Engineering Co. (Reading) Ltd., Meadow Road, Reading RG1 8LB, England.

REPORT OF THE SIGHT UTILIZATION WORKSHOP

53rd Biennial Conference

In three meetings during the 1976 Conference, general discussions were conducted based upon questions from the group. Information and ideas, as well as research, materials, and projects were shared.

A need was expressed for more information concerning sight utilization and its relationship to use of magnification and/or low vision optical aids. The role of the teacher in pre-training and post-adaptive training should be determined. It is helpful if there is good communication between teacher and optometrist or opthalmologist so that the child may have a carefully planned program to help him develop optimum use of the aid under various circumstances. This type of communication has developed in some areas, but in others it has not.

It was noted that children who use vision efficiently, are highly motivated and have good understanding of their visual needs, seem to be the best candidates for developing acceptance of and dependence upon a low vision aid. Some training procedures were discussed briefly. It was the consensus that aids should not be introduced until the children have developed some degree of accuracy and efficiency in visual function. Closed-circuit television was reported to be effective where it has been used. The increase in reading speed, accuracy, and ease of reading were significant.

Time was given to discussion of terminology and definition. Reference was made to "Classification of Visual Performance: Tentative Definitions" proposed by the American Academy of Ophthalmology and Otolaryngology. They are asking for our reactions to this proposal which is an effort to bring about unity in definition. This does not include the child with problems in the visual process and/or perceptual problems which would interfere with ability to secure an accurate visual acuity measure.

The final session was devoted to election of officers and planning for this interest area during the 1978 Conference. The participants and others designating this area as an interest group will receive communications from the newly elected officers. The participants were commissioned to present ideas and answer communications as soon as possible so that a pertinent and good workshop can be planned to meet real needs.

The remainder of the time was devoted to evaluation of visual function in a child with residual vision. Some questions had been raised concerning administration of the Barraga "Visual Efficiency Scale" and interpretation of the resulting profile sheet. This was discussed and helpful hints were given so that it could be a more useful instrument.

Officers for the 1976-78 biennium are: Chairperson: Mrs. Ruth Holmes, Illinois Braille and Sight Saving School; Recorder: Shirley Hahs, Nesconset, New York.

REPORT OF THE PIANO TECHNICIANS WORKSHOP

53rd Biennial Conference

The group set as a prime goal the attempt to revive interest in piano technology. Attempts will be made to contact all instructors of piano technology in the schools for the blind. By writing personally to these instructors it is hoped that there will be better attendance at this workshop during the next conference.

Big things are expected from Texas where the School for the Blind continues to maintain a program. Also, the newest regional school offering piano technology to adult blind persons is located in Texas. It is hoped that representative of both schools will attend the next conference.

It is also hoped that an introductory course in the art of piano technology could be offered to the many blind students in the public schools.

The workshop is confident that with the help of the many successful blind technicianas in the area, combined with factory people and instructors from the schools for the blind, there will be a most inspiring program for the Conference in 1978.

Officers for the 1976-78 biennium are: Chairperson: Leon Watson, Georgia; Recorder: Roger Helmlinger, Ohio.

REPORT OF THE PRIMARY GRADES WORKSHOP

53rd Biennial Conference

At the first meeting, Dorothy Ferry, a teacher at the Illinois Braille and Sight Saving School, talked about "Career Awareness and the Elementary Grades." She described four phases of the program at her school: 1.) awareness of self and others; 2.) money awareness; 3.) general career awareness; 4.) awareness of visual limitations in choosing a career. Career awareness is the beginning of Career Education—it is not vocational education, and it is not a separate curriculum subject. Ms. Ferry feels that the best career awareness kits for students are not commercially prepared but, instead, developed according to the special needs of the students. Developing values and attitudes toward work as a privilege, problem-solving, exposure to a wide range of job possibilities, and the study of important persons who happen to be visually handicapped, are just a few aspects of the program.

At the second meeting, Mary Helen Welsh, a teacher at Kentucky School for the Blind, spoke on "Changing Programs for a Changing Population." Past, present, and future needs of students at the Kentucky School were explained, along with how the primary program is changing to meet those needs. Similar changes in other schools were described by members of the workshop.

Recommendations for the 1978 AEVH convention are:

1. Workshops should not be in so many areas at one time. Try to schedule meetings so that members can participate in a variety of interest areas.
2. Try to prevent last minute fill-in programs.
3. More description of the topic is needed in the program.
4. Election of officers should be earlier in the week.
5. The level of workshops needs to be more clearly defined (primary, elementary, multi-handicapped). It is unfortunate that the program depends solely on the interest of the person asked to give the talk, rather than on interests of the group.
6. It would be good to have the program by mail before the Conference begins.
7. A method should be designed to have alternate programs lined up before the last week.

Suggested topics for the 1978 convention are: 1.) Textbooks in math and language arts; 2.) Individualized instruction, especially with slower children; 3.) Alternative methods to textbook teaching.

Officers for the next biennium are: Chairperson: Mrs. Evelyn Beidel, Ohio; Co-chairperson: Mrs. Joyce Ogburn, Arkansas; Recorder: Dorothy Ferry, Illinois.

Barbara Burt Ellis, Acting Recorder

REPORT OF THE LANGUAGE ARTS AND FOREIGN LANGUAGE WORKSHOP

53rd Biennial Conference

The initial meeting on the theme, "Relating Language to Vocational or Career Education," was begun with a statement of purpose by Chairperson Eugenia Anderson.

Mrs. Frances Thames, Co-Chairperson, opened the discussion with the question: "What are the general objectives of a good language arts program?" The group agreed that any good program must consist of communication through listening, speaking, reading and writing. Some ways in which these skills can be taught are through letter-writing, role-playing, conversation, group work, learning discussion skills, games, and through teaching the blind child cursive handwriting, especially how to sign his name.

The topic of the second session, "Remedial Reading–Pulling Things Together," was presented by guest speaker, Mrs. Margaret Walsh, Consultant, State Board of Health, Indianapolis, Indiana. She questioned whether reading problems reflect a learning disability or a greater need for phonics, which is now called linguistics. Sometimes a child is called a slow reader when he is reading up to capacity. Mrs. Walsh said that "when materials are compatible with working skills he is doing OK–level doesn't matter." Students who cannot respond at first may be taught by materials of low vocabulary, but high interest.

Officers for the next biennium are: Chairperson: Mrs. Frances Thames, Jackson, Mississippi; Co-Chairperson: Mary Lou Einerson, Wisconsin School for the Visually Handicapped; Recorder: Margaret Walsh, Indianapolis, Indiana. Blanch Rivers, Recorder

PUBLICATIONS

A Model for Early Childhood Services: This beautiful volume is remarkable for its completeness, its philosophy, and its very helpful and logical organization. Developed in the public schools of Montgomery County, Maryland, but field-tested in ten different settings, public and residential schools in California, Pennsylvania, Texas, and Utah, as well as Maryland, it reflects wide and practical experience.

The first section describes how the model was developed and funded, the project objectives, procedures, and staffing. Criteria for admission to the program and procedures for evaluation of the children are reviewed; training, experience, and responsibilities of Learning Center staff are provided in detail. The extensive review of the related literature would, in itself, be a contribution to our field.

However, much the largest part of the book is a very detailed record of just how the project was carried on, a resource for educators who wish to provide teaching and counseling for children and parents from birth to school readiness. The author urges that this not be regarded as a "cookbook" curriculum; the individuality of each child is emphasized.

Developmental checklists are provided for motor development, language development, sensory-perceptual development, and self and social awareness. Daily living skills, social, and cognitive development round out the total child. Other scales and inventories include pre-academic behaviors in school, language development, and self-concept development.

Intervention strategies list the objectives, or expected behaviors, and the related intervention activities. This material is quite detailed and constantly relates to the appropriate age, although there is frequent recognition of the wide variations among children.

A very important section describes the social services, the home visits, counseling, and carefully planned parent education which played a large part in the program.

O'Brien, Rosemary. *Alive–Aware–A Person: A Developmental Model for Early Childhood Services with Special Definition for Visually Impaired Children and Their Parents.* Rockville, MD: Montgomery County Public Schools, 1976, 451 pp.

Stimulating Environments: Although but a slim volume in size, the rich contents reflect the long practical experience of its authors, both well known to many AEVH members. Carol Halliday's knowledge of the young blind child has already been familiar to many through her book, *The Visually Impaired Child: Growth, Learning, Development, Infancy to School Age.* The past few years, she has been teaching at the School for the Visually Handicapped in Zurich, Switzerland, but she usually manages to get to our AEVH biennial conferences, and we treasure our contacts with her there. Ina Kurzhals has long been at the Utah School for the Blind where she is now Curriculum Director.

This book tells how to make the environment of any child, but especially the environment of a visually limited child, rich and stimulating, how to use that environment to make the child curious about and interested in the world around him. However, that environment can teach responsibility, develop self-care skills, and provide the basis for sound interpersonal relationships. The world in which the child lives and interacts constantly affects the total person he will become.

The first section relates chiefly to

the indoor environment, how it can be structured, enriched, manipulated for the benefit of the child. The second section stresses use of the outdoor environment with special emphasis upon camping. Nature-focused activities are described in some detail.

Halliday, Carol, & Kurzhals, Ina W. *Stimulating Environments for Children Who Are Visually Impaired.* Springfield, IL: Charles C Thomas, 1976, 142. pp. Price $12.75.

Aquatic Recreation: This is a most unusual book, from which almost any teacher could pick up useful ideas even if his or her work had nothing to do with aquatic activity. The author was born blind; after surgery, he regained some vision, then lost that to permanent blindness. It was evidently after his return to total blindness that he first participated in an aquatic activity, water skiing, to which he was introduced while at a rehabilitation center. He found this experience so exciting that he learned to swim, to dive, and generally to enjoy all water sports. Not only does he compete successfully in various swimming meets, but he has gained great success in competitive long distance running and in skiing. Clearly, this man is a good athlete, and his attainments are unusual. Just as clearly, as one reads his book one is convinced that he believes many blind people could attain as much as he has, and he is eager to share his knowledge so that they may.

The book is thorough, practical, and full of "how to" details. It begins with a discussion of pools, those that are best for visually impaired persons and the hazards presented by some aspects of some pools. He regards safety as very important and deals with details of the pool environment related to safety.

Next he discusses those who instruct and coach aquatics, what they need to know, and how to impart their knowledge to the student. Since the author has done a great deal of teaching and, in college courses, teaches instructors, this chapter includes a great deal of material from which almost any teacher might benefit.

There follow chapters on swimming, diving, survival swimming and lifesaving, small craft safety and instruction, water skiing, skin and scuba diving, and recreational swimming and water games. The author closes with a chapter on still more exciting goals for blind swimmers in the future; he sees his book as only a foundation upon which to build. The book results from a project of Bureau of Education for the Handicapped, Division of Innovation and Development; if they support similarly practical yet imaginative projects in the future, perhaps all of the present in education of blind children is only a foundation for a greater future!

Cordellos, Harry C. *Aquatic Recreation for the Blind.* Prepared and distributed by: Physical Education and Recreation for the Handicapped IRUC, 1201 16th Street, N.W., Washington, DC 20036. 126 pp.

Body and Sensory Awareness: The development of body and sensory awareness is a very important part of the total development of any child, and sighted children vary widely in the speed and accuracy with which they achieve it. However, it is widely recognized that visually handicapped children experience much more difficulty in achieving this development. In recent years, growing emphasis on early orientation and mobility training has increased concern about the visually handicapped child's learning and effectively using body-environmental concepts.

This book is a teacher's guide and resource book for teaching the basic body and sensory concepts and helping the child to use them repeatedly until they are fully his. Available for use along with the Curriculum Guide are a Slide Tape and a Low Vision Kit.

The Guide consists of detailed checklists of the specifics to be taught in each lesson, activities to be used in the teaching, and lists of commercially available materials and of references. At the back of the book are extra copies of the checklists which may be torn out and duplicated. Many charts add to the interest and usefulness of the book.

The five sections covered by the book are: body image, basic concepts and abilities, motor coordination, sensory modalities, and basic pre-cane skills. However, the foreword points out that the sections are interrelated. Each area is needed for the total development of body and sensory awareness; learning the skills should not be isolated activities. Many skills can be combined in one learning situation. Much credit should go to AEVH member, Gloria Calovini, for her general direction of this project.

Schiltz, Constance, Ed. *A Curriculum Guide for: The Development of Body & Sensory Awareness for the Visually Impaired.* Springfield, IL: Illinois Office of Education, 1974, 296 pp.

Language Development: Although not exactly new, this volume has just come across our desk, and we wish to give it recognition, with hope that there may be others who would like to know about it.

Described as "a handbook of strategies for teaching children whose communicative skills range from nonresponsiveness to use of academic language," the book delineates ten levels of response and suggests activities to be used to achieve response at each level. Based essentially on behavior modification techniques, warmed by the understanding and supportiveness of the teacher, the procedures suggest a possible chain of development which could bring the child into full contact with his environment.

Jones, Tom W., Jr., Ed. *Manual for Language Development.* Sponsored by Mid-Atlantic-North and Caribbean Regional Center for Services to Deaf-Blind Children, 999 Pelham Parkway, Bronx, NY 10469. 1975. 35 pp.

Report on Education for the Handicapped: The 1976 Annual Report of the National Advisory Committee on the Handicapped is a history of all forms of education for handicapped children, a brief statement of the nature of that education today and Federal involvement in it, and some plans for the future. Specific mention of the education of blind children is extremely meagre but for a general overview of all education of the handicapped the report is an excellent resource. The structure of the Bureau of Education for the Handicapped is explained and charted, its objectives listed, and its several divisions described.

The Unfinished Revolution: Education for the Handicapped. Office of Education, Dept. of HEW. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. $1.15.

COURSES IN THE FIELD OF EDUCATION OF THE VISUALLY HANDICAPPED

Once again we are making an attempt to list the colleges and universities in the United States that we know offer courses relating to education of the visually handicapped, deaf-blind, and multiply handicapped. Wherever the university has provided the information for us, we indicate whether courses are at the undergraduate or graduate level, whether financial aid is available and the closing dates for applications for financial aid and the closing registration dates. We also instructed colleges and universities to submit a brief description of the special aspects of their program. We have printed the information for the few schools that responded to this request. Each listing also provides the name of the person to whom interested students should write for more information.

Colleges are listed alphabetically, by state, with the following code:

*	Traineeships, scholarships or financial aid available
DD	Deadline date for applications for traineeships, scholarships or financial aid indicated
U	Undergraduate
GM	Graduate–Master's level
GD	Graduate–Doctoral level
CRD	Closing date for registration

ALABAMA

Talladega College

Visually Handicapped & Deaf-Blind
Contact: John L. Parrish, Director
Rehab. Services, Ed. Program
Talladega College
Talladega, Ala. 35160
Summer 1977: U
Academic year 1977-1978: U*

ARIZONA

University of Arizona

Visually Handicapped
Contact: Dr. Richard R. Champion
Dept. of Special Ed., College of Ed.
Un. of Arizona
Tucson, Ariz. 85721
Summer 1977: U GM
Academic year 1977-1978: GM*

CALIFORNIA

California State University, Los Angeles

Visually Handicapped
Contact: Dr. Rose-Marie Swallow, Assoc. Prof.
Dept. of Special Ed.
Calif. State Un., Los Angeles
5151 State Un.
Los Angeles, Ca. 90032
Academic year 1977-1978: M*

Deaf-Blind
Contact: Anne Galloway, Asst. Prof.
Same as above

San Francisco State College

Contact: Prof. Georgie Lee Abel
Prof. of Ed., Dept. of Special Ed.
San Francisco State College
1600 Holloway Ave.
San Francisco, Ca. 94132
Summer 1977: GM
Academic year 1977-1978: GM GD*

COLORADO

University of Northern Colorado

Visually Handicapped
Contact: Dean W. Tuttle
Assoc. Prof., Area Coord.
Un. of N. Colo.
Greeley, Colo. 80631
Summer 1977: GM GD
CRD 6/21/77
Academic year 1977-1978: GM GD*
DD 8/15/77
CRD 9/24/77

FLORIDA

Florida State University

Visually Handicapped and Multihandicapped-Blind
Contact: Dr. Gideon R. Jones, Coord., Visual Disabilities
College of Ed.
Fla. State Un.
Tallahassee, Fla. 32306
Summer 1977: U GM*
DD 5/1/77
CRD 5/17/77
Academic year 1977-1978: U GM*
DD 8/1/77
CRD 8/1/77

ILLINOIS

Illinois State University

Visually Handicapped
Contact: Dr. Evelyn Rex, Coord.–VH
Fairchild Hall 109
Dept. of Special Ed.
Ill. State Un.
Normal, Ill. 61761

Summer 1977: U GM*
DD 4/1/77
CRD 6/1/77
Academic year 1977-1978: U GM*
DD 6/1/77
CRD 8/1/77

Northern Illinois University

Visually Handicapped
Contact: Larry Hapeman, Ph.D., Coord., Prog. for Visually Handicapped
230 Graham Hall
Northern Ill. Un.
DeKalb, Ill. 60115
Summer 1977: U GM
CRD 6/20/77
Academic year 1977-1978: U GM
CRD 8/20/77

Also has graduate program in Rehabilitation Teaching of Adult Blind.

MASSACHUSETTS

Boston College

Visually Handicapped
Contact: Dr. Ouida Fae Morris, Coord.
Div. of Special Ed.
Boston College
Chestnut Hill, Mass. 02167
Summer 1977: GM
Academic year 1977-1978: GM*

Deaf-Blind
Contact: Lawrence F. Campbell, Coord.
Div. of Special Ed.
Same as above
Summer 1977: GM
Academic year 1977-1978: GM*
DD 4/15/77
CRD 4/15/77

The Deaf-Blind, Multihandicapped Program is a two-year course of study designed to prepare specialists to work with deaf-blind and other severely multihandicapped children. The course of study combines theory and practicum in an ascending level of sophistication. Students enrolled in the program participate in practical experiences throughout the country and must signify a willingness to relocate outside the Boston area.

MICHIGAN

Eastern Michigan University

Visually Handicapped
Contact: Dr. Larry Geffen, Coord.
Dept. of Special Ed.
Eastern Michigan Un.
Ypsilanti, Mich. 48197
Summer 1977: U GM*
DD 5/1/77
CRD 4/30 and 6/15/77
Academic year 1977-1978: U GM*
DD 7/30/77
CRD 9/1/77

Michigan State University

Visually Handicapped
Contact: Mrs. Lou Alonso, Coord.
Prog. for Ed. of Visually Impaired & Deaf-Blind Child.
115-F Erickson Hall
Michigan State Un.
East Lansing, Mich. 48824
Summer 1977:U GM
CRD 4/15/77
Academic year 1977-1978: GM*
DD 5/15/77
CRD 5/15/77

Deaf-Blind
Contact: Same as above
Academic year 1977-1978: GM*
DD 5/15/77
CRD 5/15/77

Wayne State University, Teacher Education Div., College of Education

Visually Handicapped
Contact: Dr. Kenneth A. Hanninen
Room 275, Ed. Bldg.
Wayne State Un.
Detroit, Mich. 48201
Summer 1977: U GM GD
CRD 6/23/77
Academic year 1977-1978: U GM GD
CRD 9/17/77; 1/7 and 3/31/78

Western Michigan University

Visually Handicapped
Contact: Prof. Donald Blasch, Chairman
Col. of Health and Human Services, Dept. of Blind Rehab.
Western Mich. Un.
Kalamazoo, Mich. 49008
Academic year 1977-1978: GM*
DD 5/1/77
CRD 8/27/77

NEW YORK

Dominican College

Visually Handicapped
Contact: Sister Mary McCormick, O.P.
Director of Teacher Ed.
Dominican College
Western Highway
Blauvelt, N.Y. 10913

Summer 1977: U*
DD 5/1/77
CRD 5/27/77
Academic year 1977-1978: U*
DD 5/1/77
CRD 9/1/77

Hunter College

Visually Handicapped
Contact: Ferne K. Roberts, Coord.
Program in Special Ed.
Hunter College
466 Lexington Ave.
New York, N.Y. 10017
Academic year 1977-1978: GM
CRD 9/1/77

Deaf-Blind and Other Multiply Handicapped
Contact: Same as above
Academic year 1977-1978: GM*
DD 5/1/77
CRD 9/1/77

Teachers College, Columbia University

Visually Handicapped & Deaf-Blind
Contact: Prof. Robert A. Bowers
Box 32, Teachers College, Columbia Un.
New York, N.Y. 10027
Summer 1977: GM GD*
Academic year 1977-1978: GM GD*

OHIO

The Ohio State University, College of Education

Visually Handicapped
Contact: Dr. Gary D. Yarnall, Asst. Prof.
Faculty for Except. Child.
356 Arps Hall
1945 N. High St.
Columbus, Ohio 43210
Summer 1977: GM
CRD 6/21/77
Academic year 1977-1978: GM*
DD 6/1/77
CRD 9/20/77 (Au-Su Enrollment)

Deaf-Blind
Contact: Same as above.
Summer 1977: GM
CRD 6/21/77
Academic year 1977-1978: GM*
DD 6/1/77
CRD 9/20/77 (Au-Su Enrollment)

Graduate courses in *Vision* and *Deaf-Blind* at The Ohio State University are offered through the Program for Low Incidence Handicapped within the Faculty for Exceptional Children. (Other areas of study under Low Incidence are Education of Hearing Impaired and Severely Mentally Retarded Youngsters.) The Assistant Chairperson over the Low Incidence Program is Dr. Patricia Looney. Full-time students in the Program for Low Incidence at OSU enroll for four quarters and take basic courses in five major cores: 1) General Information, 2) Management, 3) Language, 4) Modes of Communication, and 5) Curriculum; plus Supervised Student Teaching and Seminar. During the Winter Quarter session, students in the above areas of concentration take advanced courses in which they *apply* specific knowledge and programming skills to various types of low incidence children through directed field experiences. One strength of this quarter is the seminar that enables students from various teaching areas to meet together and share teaching experiences regarding pupils who are visually, auditorially, mentally, emotionally, and/or multiply handicapped. During Spring and Summer quarters, the students focus on applying knowledges and skills determined essential for working with youngsters in a specific certification area. At the present, the State of Ohio certifies teachers in the areas of Blind/ and Deaf/Hard of Hearing.

OREGON

Portland State University

Visually Handicapped
Contact: Ms. Madge Leslie, Prof. of Ed.
Special Ed. Dept.
Portland State Un.
P.O. Box 751
Portland, Ore. 97207
Summer 1977: GM
CRD 6/20/77
Academic year 1977-1978: GM*
DD 4/30/77
CRD 9/23/77

Deaf Blind
Contact: Same as above
Summer 1977: GM*
DD 4/30/77
CRD 6/20/77
Academic year 1977-1978: GM*
DD 4/30/77
CRD 9/23/77

PENNSYLVANIA

Kutztown State College

Visually Handicapped
Contact: Dr. Robert Buckalew, Chairman
Dept. of Special Ed.
Kutztown State College
Kutztown, Pa. 19530
Summer 1977: U*
DD 4/1/77
CRD 6/6/77

Academic year 1977-1978: U*
DD 6/1/77
CRD 8/29/77

University of Pittsburgh

Visually Handicapped
Contact: Prof. Ralph L. Peabody
Prog. in Special Ed.
4614 Henry St.
Pittsburgh, Pa. 15260
Academic year 1977-1978: GM GD*
DD Spring
CRD Spring

Students may also elect the additional competencies in Orientation and Mobility.

Temple University

Visually Handicapped
Contact: Ms. Rona Willen
Dept. of Special Ed.
Broad and Columbia Sts.
Philadelphia, Pa. 19122
Summer 1977: GM GD
CRD SSI: 6/7 & 6/12/77;
SSII: 8/12/77
Academic year 1977-1978: GM GD*
DD 4/1/77
CRD 9/1/77

SOUTH CAROLINA

University of South Carolina

Visually Handicapped
Contact: Dr. Darrel G. Minifie, Coord.
Prog. for Except. Child.
College of Ed., Un. of S.C.
Columbia, S.C. 29208
Academic year 1977-1978: Courses only, no degree
CRD 5/1/77

Deaf-Blind
Summer 1977: Courses only, no degree

SOUTH DAKOTA

Northern State College

Visually Handicapped
Contact: Dr. Irwin I. Kuske, Prof., Special Ed.
Box 662, Northern State College
Aberdeen, S.D. 57401
Summer 1977: U GM*
DD 5/6/77
CRD 6/6/77
Academic year 1977-1978: U GM*
DD 7/24/77
CRD 8/24/77

TENNESSEE

George Peabody College for Teachers

Visually Handicapped
Contact: Dr. Randall K. Harley, Prof.
Box 512, George Peabody College for Teachers
Nashville, Tenn. 37203
Summer 1977: U GM GD*
CRD 6/6/77
Academic year 1977-1978: U GM GD
DD 4/1/77
CRD 8/31/77

Multiple Handicapped
Contact: Dr. Stanley Bourgeault, Assoc. Prof.
Same as above

TEXAS

University of Houston

Visually Handicapped
Contact: Coord. of Special Ed.
Un. of Houston
3810 Cullen Blvd.
Houston, Tx. 77004

The University of Texas at Austin

Visually Handicapped
Contact: Dr. Natalie C. Barraga, Prog. Coord., Visually Handicapped
Dept. of Spec. Ed., EDB 306
The Un. of Texas at Austin
Austin, Tx. 78712
Summer 1977: U GM GD (Do not recommend beginning graduate work in summer session)
CRD 4/30/77
Academic year 1977-1978: U GM GD*
DD 7/1/77
CRD 7/1/77
Multiply Handicapped
Contact: Dr. William A. Myers, Coord. Multi-Handicapped
Same as above
Summer 1977: U GM*
DD: 5/1/77
CRD 4/30/77
Academic year 1977-1978: GM GD*
DD 8/1/77
CRD: 7/1/77

UTAH

Brigham Young University

Visually Handicapped
Contact: Dr. John M. Crandell, Jr., Prof of Ed. Psych.
255 College Hall, Lower Campus
Brigham Young Un.
Provo, UT 84602

Summer 1977: U GM GD*
DD 3/31/77
CRD 5/7/77
Academic year 1977-1978: U GM GD*
DD 1/31/77
CRD 7/6/77

VIRGINIA

Old Dominion University

Visually Handicapped
Contact: Div. for the Visually Impaired
School of Ed.
Old Dominion Un.
Norfolk, Va. 23508

University of Virginia

Visually Handicapped
Contact: Dr. Don L. Walker, Coord.
Visually Impaired Prog.
Dept. of Special Ed. Room 152
Ruffner Bldg.
Un. of Va.
Charlottesville, Va. 22903
Summer 1977: GM GD*
DD 3/1/77
CRD 6/14/77
Academic year 1977-1978: GM GD*
DD 3/1/77
CRD 9/2/77

Students in the Master's Program may choose either the conventional program or a specialization in Visual Impairment and Learning Disabilities, Interrelated (VI/LD). The latter is a competency-based program, delivered through a series of instructional modules. In either case the program works best if begun in the summer preceding the full academic year of study. For students interested in the pursuit of certification requirements or the M.Ed. degree on a part-time basis, the program schedule is now arranged so that nearly all courses can be taken during three-week summer sessions, or in evenings during the academic year.

The graduate training program in the area of visual impairment at the University of Virginia is now included as a part of the Common Market of the Southern Regional Education Board. This means that students who are residents of approving states in the Southern Region Education Board area may attend the University of Virginia for study in the area of visually impaired, paying the tuition normally charged Virginia residents. States which have approved the program as of December 31, 1976 are: Alabama, Louisiana, Tennessee, South Carolina, and West Virginia; the State of Georgia has approved the program for study at the doctoral level only.

FOUNTAINHEAD
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Our Cover: Happiness is.... being at the W. Ross Macdonald School in Brantford – at least, that is what the face of Natalie Dorion of Ontario seems to be saying. Come to the Can-Am Conference and you will see why!

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CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS

ARKANSAS SCHOOL FOR THE BLIND
Faculty
J.M. Woolly, Supt.
Leonard Ogburn, Membership Chairperson

HAWAII SCHOOL FOR THE DEAF AND THE BLIND
Faculty
Santiago Agcaoili, Supt. and Membership Chairperson

PARKVIEW SCHOOL (Formerly Oklahoma School for the Blind)
Faculty
V.R. Carter, Supt.
Mary Sue Oxtoby, Membership Chairperson

WEST VIRGINIA SCHOOL FOR THE BLIND
Houseparents/Child Care Workers
Charles Boyer, Principal
Patricia A. Bruce, Membership Chairperson

Honorable mention goes to the following schools:

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
98% Faculty

ILLINOIS BRAILLE AND SIGHT SAVING SCHOOL
93% Faculty

MISSISSIPPI SCHOOL FOR THE BLIND
93% Faculty

NEBRASKA SCHOOL FOR THE VISUALLY HANDICAPPED
90% Faculty

WEST VIRGINIA SCHOOL FOR THE BLIND *88% Faculty*
88% Faculty

We would also like to recognize the following Teacher Preparation Centers which conducted Student Membership Campaigns (* indicates AEVH Student Chapters):

BOSTON COLLEGE

***DOMINICAN COLLEGE OF BLAUVELT**

***FLORIDA STATE UNIVERSITY**

ILLINOIS STATE UNIVERSITY

THE UNVERSITY OF TEXAS AT AUSTIN

***UNIVERSITY OF NORTHERN COLORADO**

CAN-AM CONFERENCE

The Canadian-American Conference is a reality!

Through the wonderful cooperation of our Canadian friends, the plans have been finalized (except for some of the program content) for a fall meeting through which United States and Canada can share information concerning the education and rehabilitation programs and practices in our two countries, and can get to know each other better as fellow professionals.

Where? Cambridge Motor Hotel, 600 Dixon Road, near International Airport, Toronto, Ontario
Also, one day at the Canadian National Institute for the Blind and one day at the W. Ross Macdonald School in Brantford, Ontario

When? October 5, 6, 7, 1977

Cost? Registration—$12.00 per person
It is hoped that this will cover the cost of bus to the school in Brantford
Dinner on October 5—$10.00 per person
Hotel rooms—Single, $22.00; double, $27.00 plus 7% tax
Free pickup and return to Toronto Airport
Free parking for those who drive
We have been invited to be the guests of CNIB for lunch on October 6,

guests of the W. Ross Macdonald School for lunch on October 7.

Program? October 5–Dinner with Keynote speaker

October 6–Tour of Canadian National Institute for the Blind in the morning. CNIB provides pretty much all services, other than education, to all of Canada. Included is their splendid new rehabilitation Center, production of many types of materials for blind people, social and rehabilitation services, etc. The afternoon will be given to professional papers at the CNIB auditorium.

October 7–Travel to W. Ross Macdonald School in Brantford. Tour the school in the morning. This is one of the largest schools for visually impaired children, much of it new, beautifully equipped. It serves most of Canada, has special programs, including a program for the deaf-blind. In the afternoon, professional papers will be presented in the School auditorium. Return to motel at Toronto Airport in late afternoon.

The theme of the conference will be the application of individual planning to both education and rehabilitation–a very current subject! Do plan to come!

Further details and pre-registration material will be mailed to all AEVH members before the end of May. Because the meeting will begin with a dinner and because our hosts on Thursday and Friday must have rather accurate counts for their planning, pre-registration is absolutely required.

AEVH NEWS

Our New Look: By this time you have all seen our new cover design on the Spring issues of FOUNTAINHEAD and EDUCATION OF THE VISUALLY HANDICAPPED. This note of recognition and thanks should have been in the last issue of FOUNTAINHEAD but . . . here is the story.

For some time the AEVH Board of Directors had wished to give a new, more modern look to our publications. Requests for suggestions, for rough or finished drawings, have been printed in this bulletin but got no response. Then Paul Lewis, well known for his leadership in the Southeast Region, said he knew an artist who might make a few drawings to be submitted for approval. This was done, and the design found on the cover of this bulletin and on the Spring issue of EVH was chosen. However, it was finalized after all the print sections of the Spring issue were already set, and it was impossible to include our expression of gratitude in that issue.

So, here's to Paul Lewis and to artist Willard A. Haynes, who have given us a new look!

ICEVH: In 1952 143 participants from 32 countries gathered in Bussum, Holland to form what is now called the International Council for Education of the Visually Handicapped (until 1972 called the International Council for Education of Blind Youth). Conferences held every five years thereafter in Oslo, Hanover, Watertown, and Madrid attracted an increasing number of administrators of schools, teachers, psychologists, university professors, researchers and others serving blind and partially seeing children. At Madrid in 1972 there were 485 participants from 59 countries.

The United States is represented, based on the total population of the country, by six delegates, all of whom are members of AEVH. Until 1976 the selection of these delegates was made by a special committee appointed by the President of AEVH. However, after AEVH adopted our regionalization plan, the Board voted unanimously to place the responsibility for selection of the delegates in the hands of each of the six AEVH regions. The delegates who will represent the United States at the Sixth Quinquennial Conference in Paris this summer are: Northeast Region—Lawrence F. Campbell; Middle Atlantic Region—Mary K. Bauman; Southeast Region—Gideon R. Jones; North Central Region—Andrew S. Papineau; South Central Region—D. Gary Coker; Western Region—Verna Hart.

We know that these people, all active in the field of education of the visually handicapped and leaders of our own organization, will serve as excellent representatives of the United States. Each has been asked to keep a diary of the activities and their impressions of the meetings and each will be asked to report back to all of you in future issues of the FOUNTAINHEAD.

Membership Offer for *New* Members: At the Annual Board Meeting of the AEVH Board of Directors, held last October in Louisville, Kentucky, the Board, both in Committee and general sessions, spent some time discussing AEVH membership trends, membership recruitment, and membership retention. Upon the motion of several of the Regional Board Representatives, the Board passed unanimously the following motion:

> From April 1, 1977, to September 30, 1977, a special one and one-half year membership (July 1, 1977–December 31, 1978) will be available for new members only, *excluding students and retired members.*

Information concerning this membership plan has been sent to all the regions. Regional membership committees, particularly during the regional conferences, will be interpreting the plan to prospective members. If any of you know someone who has *never been* an AEVH member, have him/her contact a member of your regional membership committee or a member of the regional board. However, be sure that the individual is aware of the following:

1. This membership offer applies to new members who have been *certified by their regions* and who are joining AEVH between April 1 and September 30, 1977.
2. Students and retired members are excluded from this plan.
3. A membership card will be issued to each new member for 1977. When the new cards are printed for 1978, each member will automatically receive a second card.
4. The membership runs from July 1, 1977, to December 31, 1978.
5. Since the AEVH publications are mailed in the Spring and Summer (prior to July 1) and Fall and Winter (after July 1), each member will receive the 1977 Fall and Winter issues of EVH and FOUNTAINHEAD and all the publications for 1978.

Wouldn't this be a good way to interest your co-workers in AEVH? We anticipate, with today's bargain-shopping, that this plan will prove to be a real incentive to join AEVH!

Where Are Our Life Members? In 1970 your Board of Directors authorized the Central Office to print the names and addresses of paid in full Life Members in FOUNTAINHEAD if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If after being listed for two consecutive years in FOUNTAINHEAD the Central Office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Board of Directors, October 24, 1970, Louisville, KY)

Second Listing

Dorothy Konrad
51 N. St. Augustine Blvd.
St. Augustine, FL 32084

Nellie Sue Marquith
24 E. Stewart Ave.
Columbus, OH 43206

Buel Messer
495 Mountain View Dr.
Staunton, VA 24401

Edwin Schneebeck
3020 N. Lawrence
Tacoma, WA 98407

Lisa Stokes
2108 Crompond Rd.
Peekskill, NY 10566

First Listing

Christina Baugh
3709 Hillsdale Rd.
Baltimore, MD 21207

Arnold and Evelyn Bowser
3501 Taylor Ave.
Baltimore, MD 21236

Nan Carroll
726 Centerville N. Hall
University of Md.
College Park, MD 20742

John E. Grapka
Richmond Ave.
Batavia, NY 10420

Hazel V. Maffet
American Printing House f/t Blind
Box 6435
Louisville, KY 40206

Mary Mercer
1758 West 49th Ave.
Vancouver 13, BC
CANADA

Virginia Robinette
Box 248
Pacolet, SC 29372

Charles R. Ruffino
N.Y. State School f/t Blind
Batavia, NY 14020

Paul M. Ruhland
9015 Fargo Rd.
Stafford, NY 14143

Sarah May Singletary
Windsor Towers, #806
Parkway at 17th St.
Philadelphia, PA 19103

James W. Smith
3501 Taylor Ave.
Baltimore, MD 20236

AUDITOR'S REPORT

Members present at the Biennial Conference in Louisville last July will remember our concern over the finances of AEVH for 1976. With an anticipated deficit of some $7000 estimated at that time, the Board of Directors revised the budget with the hope of keeping increasing costs within the shortage of membership income.

Thanks to the concern and care of the headquarters staff in keeping expenses within the 1976 Revised Budget, you will note the Annual Audit for 1976 shows an excess of income over expenses of $4328. Actually, the Financial Report for the Year 1976 shows that basic savings in expenses were in the office and administrative costs, not the professional activities, as it should be. Wise financial management of funds brought the largest income increase due to interest earned, over the Revised Budget estimate, and without the big increase in membership for which we had hoped.

Let 1977 do as well and even better—membershipwise at least!

Leland C. Sanborn
Secretary-Treasurer

Balance Sheets—December 31, 1976

Assets		
General Fund		
Cash		
Checking account	$14,030	
Savings account	30,738	
		$ 44,768
Furniture and Equipment—Net of Depreciation		3,678
Total Assets—General Fund		48,446
Publication Fund		
Savings account	8,500	
Checking account	7,203	
Total Assets—Publication Fund		15,703
Life Membership Fund		
Certificate of Deposit	18,043	
Investment—Debenture	13,615	
Total Assets—Life Fund		31,658
Ladies Auxiliary Fund—Savings		1,263
ICEVH Fund—Savings		2,960
Total Assets—All Funds		$100,030
Liabilities and Funds		
Unearned Dues (1977 dues collected in 1976)	$28,516	
General Fund	19,930	
		$ 48,446
Publication Fund		15,703
Life Membership Fund		31,658
Ladies Auxiliary Fund		1,263
ICEVH Fund		2,960
Total		$100,030

Statement of Income and Expenses
General Fund

Income		
Dues–Net	$38,606	
Investment Income	4,748	
Reimbursable & Miscellaneous	1,593	
Total Income		$ 44,947
Expenses		
Publications	$ 6,999	
Professional administration	20,917	
Occupancy expenses	4,280	
Travel expenses	1,216	
Postage	1,660	
Other professional expenses	1,310	
Office expenses, stationery, postage	3,620	
Telephone	445	
Miscellaneous	172	
Total Expenses		40,619
Excess of Income over Expenses		4,328
General Fund balance, 1-1-75		15,602
General Fund–December 31, 1976		$19,930

Publication Fund

Income		
From memberships	$ 6,999	
Subscriptions, etc.	9,893	
Total Income		$ 16,892
Expenses–Production Costs		16,241
Excess of Income over Expenses		651
Publications fund balance, 1-1-75		15,052
Balance, December 31, 1976		15,703

FROM THE REGIONS

Middle-Atlantic Region:

The Middle-Atlantic Regional Board has been enthusiastically involved in planning for the 1977 meeting, September 23-24, and offering opportunity for interaction with persons who are both regionally and nationally recognized for their work with the visually handicapped. Dr. Eleanor Faye and Dr. Bryant J. Cratty will present two-hour workshops in their respective fields of low vision and body image. Other scheduled events include sessions dealing with academic competencies for visually handicapped students, programming for multiply impaired children and the findings from the Piaget research study as related to visually limited children.

The newly renovated Hyatt House at Chatham Center in Pittsburgh will be the site for the meeting. Every effort is being made to provide arrangements which will not only be conducive for professional growth but which will allow participants a chance to renew old acquaintances and make new ones.

Friday, September 23

6:30– 8:00 P.M.	Concurrent Sessions Developmental Programming for Multiply Handicapped Children—A Longitudinal Study Strategies for Increasing Academic Competencies for Visually Handicapped Students
8:15 P.M.	Keynote Address—Bryant J. Cratty

Saturday, September 24

8:15– 9:30 A.M.	The Friday 6:30 P.M. sessions will be repeated. In addition, a session on the Piaget Study is scheduled.
9:45– 11:45 A.M.	Workshop conducted by Bryant J. Cratty
1:30– 3:30 P.M.	Workshop conducted by Eleanor Faye

North Central Region:

Place: Sheraton-Columbus Hotel,
Columbus, Ohio

Wednesday, June 15

4:00 P.M.	Presiding—Dr. Thomas Stephens, Ohio State University Keynote Address—Dr. Dean Berkley, Indiana University
7:00 P.M.	General Session—Public Law 94-142—What It Is and What It Is Not Dr. Leonard Hall, Assistant Commissioner of Education for the State of Missouri

Thursday, June 16

9:00 A.M.	General Session—A Vision of the IEP Frank New, Chief, Section for Physically Handicapped, Ohio Dept. of Education, Div. Special Education
10:30 A.M. through 3:30 P.M.	Concurrent Sessions The Houseparent's Role in Individual Educational Plans Developing Readiness in the Early Childhood Years Assessing Visual Efficiency Assessment of Motor Ability Social Assessment Assessing to Meet Psychological Needs Prevocational Assessment and Planning Career Education All the Way Prescriptive Teaching—In the Subject Areas Prescriptive Teaching—Non-Academic Areas
6:30 P.M.	Dinner Meeting Trends and Issues as Seen by the American Printing House for the Blind—Dr. Carson Nolan, Vice-President and General Manager, APH

Friday, June 17

9:00– 10:15 A.M.
Business Meeting
Action, Interaction and Reaction Groups
- Resource and Itinerant Teachers
- Teachers of Multi-Impaired
- Optic Instructors
- Deaf-Blind
- Houseparents
- Early Childhood Interests
- Teachers in the Grades
- Teachers in Junior/Senior High

12:00 Noon
Luncheon Meeting
Continuity or Chaos – Dr. Richard Umsted, First Vice-President, AEVH

South Central Region:

Place: Hilton Inn, Tulsa, Oklahoma

Dates: June 30, July 1–2

Northeast Region:

The Board of Directors of the Northeast Region has planned a series of informal mini-workshops.

April 30–Boston College, McGuinn Hall, Boston, Mass.
The Teacher–Administrator Relationships
Dr. Robert Long, Chief of Children's Services Connecticut State Board of Education & Services for the Blind

May 14–Bayberry Center, Westport, Conn.
The Dissatisfied Parent
Dr. John Morse, Psychologist, New Hampshire Services for the Visually Handicapped

June 4–Oak Hill School, Hartford, Conn.
Field Screening of the Low Vision Child
Mrs. Connie Carter, Director of Low Vision Services, New Hampshire

We regret that final conference programs are not available from all regions. Any AEVH member is, of course, most welcome at any regional conference anywhere in the country. Write to the Central Office for additional information about any regional conference.

CHAPTERS

Since the Central Office has received indications of interest in the formation of chapters from several individuals/groups, it seems appropriate to quote the following from the *Guidelines for Chapters:*

> As units designed to meet the local needs and interests of educators of visually handicapped children, state, local, and student chapters can play an important role in advancing the education of visually handicapped children and youth. Chapter meetings may be within the reach of a much larger percentage of the membership than are regional or national meetings, may be held more frequently, and can address their content to local problems. Chapters offer opportunities for development of leadership which may ultimately find opportunities for wider service at the regional and international level.

As indicated by this passage, the AEVH Board of Directors actively encourages the formation of chapters when it seems that this is a good way to provide AEVH members within the designated area with direct service and when a local group is willing to assume the responsibility for organizing and providing leadership to such a group. To give a brief report on the new chapter activities to date:

Following the 1976 Biennial Conference, Hugh Pace, the Coordinator in the Area of Visually Handicapped at The University of Arizona, wrote the Central Office asking for guidelines for forming a chapter in Arizona. In March of this year Dr. Pace indicated to us that an organizational group had drawn up a tentative Constitution and By-Laws for presentation to AEVH members at an organizational meeting scheduled to coincide with CEC meetings March 25 and 26. If any AEVH members living in Arizona did not have a chance to attend that meeting, and if they are interested in more information about the Chapter, please contact Dr. Pace directly: Department of Special Education, College of Education, University of Arizona, Tucson, AZ 85721.

Last fall Professor Richard Jackson of Dominican College in Blauvelt, New York (also a Director of the Middle Atlantic Regional Board of Directors), contacted us for help in organizing a student chapter at the College. We have since received copies of the proposed Constitution and By-Laws which will go to the AEVH Board of Directors for formal approval at the next Board Meeting. For additional information contact either Professor Jackson or the Chapter President, Patricia Shelton, Dominican College, Western Highway, Blauvelt, NY 10913.

A less formal request for information about chapters came to us from J. Lydiard of Vancouver, British Columbia, who wrote asking for the procedure in establishing either a Canadian West Coast Chapter or a Northwest Coast Chapter. Information has been sent to Ms. Lydiard; any AEVH members in this area interested in working with her on the formation of a chapter should contact her at 3130 West 44 Avenue, Vancouver, B.C. V6N 3K6, Canada, or the Chairperson of the Western Region, Roy J. Brothers, P.O. Box 1865, Vancouver, WA 98663.

Our best wishes to all! If other individuals or groups are interested in information about chapter formation, please let the Central Office know. We will furnish you with the *Guidelines for Chapters* as well as a *Sample AEVH Chapter Constitution.*

PERSONNEL

Experienced Teacher Available: Three years experience, itinerant teacher, grades K-12 for children with visual and often with other learning problems. Has five certifications in New York State: teacher of the blind; partially sighted; nursery; grades K-6; social studies, grades 7-9.

Contact Susan A. Krefetz, 26 Merrivale Rd., Great Neck, NY 11020.

Also: Experienced teacher of blind children seeks position. Send information and application form to: Mary L. Ring, 2907 E. Brown, Fresno, CA 93703.

O and M Instructors Needed: The Education Services Department of the Virginia Commission for the Visually Handicapped anticipates by August 1, 1977, the need for Orientation and Mobilility Instructors—Teachers of the Visually Handicapped. It provides state-wide education services to preschool and schoolage youngsters.

If interested, please write or call: David C. Kelley, Assistant Director, Education Services, Virginia Commission for the Visually Handicapped, 3003 Parkwood Ave., Richmond, VA 23221. (804) 786-2181. An Equal Opportunity Employer.

RESOURCE SURVEY FOR HANDICAPPED STUDENTS

A comprehensive survey of resources in the teaching of science to physically handicapped elementary and secondary level students is being undertaken by the American Association for the Advancement of Science. Supported by the Grant Foundation of New York, the survey will result in two publications, *An Inventory of Experiences: Approaches That Work,* and *A Directory of Human Resources.* The *Inventory* will describe projects, publications, and methods, lessons, or materials which teachers have used, developed, or adapted for teaching science to handicapped students. The items described will cover special projects in mainstream settings, resource centers, laboratories, self-contained classes, and residential or day schools, according to educational level, discipline, and handicapping condition. The *Directory of Human Resources* will provide a list of personnel, teachers, supervisors, and others who have experience working with handicapped children and who are willing to share their experience with others.

Teachers who have had successful experiences in this area, or those who can identify such teachers are asked to write Dr. Martha Ross Redden, AAAS Project on the Handicapped in Science, 1776 Massachusetts Ave., N.W., Washington, DC 20036. The office will contact all respondents to obtain information for publication in one of the two resource books.

PHYSICAL EDUCATION–PHYSICAL DEVELOPMENT

Two-week Summer Course: The opportunity seldom arises to attend a course devoted entirely to physical education and recreation of visually impaired children. As those who know him might anticipate, the guiding hand in this course is that of Dr. Charles Buell, the nation's leading advocate of the capabilities of blind children in physical activities and past chairperson of the AEVH PE Workshop. Dr. Buell will conduct a special class on "Physical Education for the Visually Handicapped" at California State University, Los Angeles, June 20–July 1, 1977. This is a 3-unit course with fee of $73.00, and will emphasize mainstreaming in public school physical education classes. Besides public school personnel, parents of blind children and new physical educators in residential schools for the blind are encouraged to attend.

For information, write Ms. Karen Depauw, Physical Education, California State University at Los Angeles, 5151 State University Drive, Los Angeles, CA 90032.

Blind Athletic Championships: Sorry we did not know about this in time to let you get involved, but information has just come to us that on March 30–April 2, Western Illinois University was the site of the first national championships for the blind in track, swimming, and wrestling. The 4-day event was announced by Dr. David Beaver, chairperson of the United States Association for Blind Athletes National Sports Development Committee, and an associate professor in Western Illinois' Physical Education Department. During three days of competition, wrestlers, runners, and swimmers won 84 gold medals, 77 silver medals, and 64 bronze medals but, most of all, they won the respect and admiration of the spectators.

National Camps for Blind Children: This title describes one of the services of the Christian Record Braille Foundation, Inc. Begun eleven years ago, it has expanded to include camps for adults and multiple-disabled persons and provides a week of supervised outdoor activity which results in improved mental and physical vigor. The program is open to all legally blind persons. The activities of National Camps for Blind Children are planned for the 9-19 age group, while those from 20 years and up would enjoy Adult Camp. Nu-Vision Camp provides activities best suited to those with further disabilities between ages of 12-24. Parents are responsible for transportation to and from camp but there is no cost for the week spent at camp.

For more information contact Christian Record Braille Foundation, Inc., 4444 S. 52nd St., Lincoln, NE 68506, or call toll-free number 800-228-4189.

FILMS, EQUIPMENT, TOYS

A Blind Teacher in a Public School: This film shows how one blind man carried out his daily responsibilities as a full-time teacher of seventh-grade English, taking attendance, introducing and explaining assignments, counselling students, grading papers, and guiding field trips. Produced as part of the teacher's doctoral program at the Harvard Graduate School of Education, the film shows that blindness does not automatically disqualify a person from a career in teaching.

Available from International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, IL 60604, 23½ minutes, color. Sale price $325, rental fee $17.50.

Infant Appraisal: This educational film emphasizes the need for early identification of handicapping conditions in infants and should interest members of the health and educational professions who are concerned with assisting parents to develop a better understanding of the growth and development of their babies. Illustrates both normal growth and many abnormalties; also discusses the normal evolution of basic reflexes. A book parallels the film and can be used as a study guide.

Order from: National Audiovisual Center, NAC Order No. 007844, General Services Administration, Washington, DC 20409. 27-minute 16mm color sound film accompanied by 85-page manual. Sale price $125, rental fee $12.50.

News from NCEMMH: Based at Ohio State University, this agency has a new 1977 catalog which is available without charge. Some AEVH members may find special challenge in the fact that NCEMMH invites and welcomes inquiries from agencies, projects, or individuals who are trying to find ways to get their newly developed instructional materials published or produced. In the past, many good materials have been limited to local use because no commercial firm would produce them. If you think you have materials with potential to be replicated and distributed to other classrooms, write for instructions on how to submit the materials for consideration to National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, OH 43210.

Books on Demand: This service is most likely to be used by students, but we thought it might be well to write it up here because we know that many school staff are also part-time students.

Books on Demand is the name of University Microfilms on-demand book publishing and reprinting program. Unlike conventionally printed editions, books in this program are produced in response to customer orders only; no inventory is maintained. Only a microfilm master is kept from which copies are produced on order. Academic and scholarly resource materials are the primary focus of the program, with every subject from science to the humanities represented, and with imprints that date back to the 15th century or as recent as a year or two ago.

Pricing is based on the length of a particular book as well as on the unique requirements of one-at-a-time demand reprinting. If only one copy of a title is ordered, one copy is produced especially for that customer. The minimum price for a xerographic paper bound copy is $10 and the average price for a 260-page volume is $30.

A comprehensive catalog listing more than 100,000 titles may be purchased for $6.95. Subject catalogs are prepared periodically and are usually free of charge. Some catalogs now available include the following: genealogies and family histories ($1), religion, philosophy, law enforcement, psychology, energy, African history, anthropology and folklore, Hispano-American history, geography, Slavic titles, and sociology.

For more information contact University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

Wide Horizon Tapes: A great deal of excellent recorded material is available to today's teacher, most of it capable of being used with visually handicapped children without adaptation. When the material is not new to the teaching field, and certainly not devised especially for visually handicapped children, we rarely think it appropriate to give space in this bulletin to what is probably better described by catalogs already in the hands of most of our members.

Recently, however, we had a telephone call about what is reported to be a new series of tapes, and when we listened to one we found ourselves so interested that we decided at least to list them here.

With a few exceptions (mysteries and great events) the tapes each recount the life of an important person in history, including the arts, reformers, and scientists. A sampling of individuals whose lives are presented are: Shakespeare, Beethoven, Dickens, Julius Caesar, Joan of Arc, Martin Luther, Florence Nightingale, Mao Tse-Tung, Albert Einstein, Thomas Edison, Henry Ford, Sigmund Freud, and Alexander Fleming. The tape we heard was beautifully done with good interplay of voices, and presentation of many facts we had not known about this particular individual. Each Cassette costs $8.95

For more information, write Devon Design Corporation, 1319 Lafayette Blvd., Fredericksburg, VA 22401.

Toys: A practical, homey little article about toys for blind children appeared last fall in a British journal which may not be readily available to all our American readers but should be in most libraries. Authored by the Senior Education Advisor of the Royal National Institute for the Blind, the article emphasizes use of simple things in the home as toys and as learning apparatus. Use of touch, hearing, and remaining vision can all be stimulated and trained by innovative early exposure to interesting materials. The article is more than a list; rather, it is a series of suggestions for effective use with due regard for the differences among children.

Jones, Heather. Toys and apparatus for blind children. *The New Beacon,* Sept. 1976, Vol. LX, No. 713, pp. 225-227.

Another article on toys which are readily made from materials available in most homes grew out of a teacher's attending a "Toy Making Workshop." That particular workshop was sponsored by a center for parents which believed that the child's first learning experiences revolve around play and manipulative experiences and that parents must be the first teachers. If no such workshop is available to parents in your area, might it not be a good idea for your AEVH region or chapter to sponsor one? Don't you think parents might be much more interested in attending a meeting to learn about making toys than a meeting where they are lectured? Yet, at the same time you could teach much about playing with and communicating with blind children, developing use of vision, developing body image, etc.

Albrecht, Sandra. Learn by playing. *The Florida School Herald,* Dec. 1976, Vol. LXXVI, No. 4, pp. 13-14.

PUBLICATIONS

Research in Communications: Three very interesting reports have recently reached our desk, the Final Reports on three types of research on communications carried out by the American Printing House for the Blind under grants from the Bureau of Education for the Handicapped. To those who are generally in touch with activities at APH, the content is not new, but it is both interesting and very impressive to review the entire project as a unit.

Part One of this project, *Facilitating Listening as a Medium for Education of the Visually Impaired,* is a thick book which reports six separate studies, all relating to efforts to develop an aural study system which would enable the user rapidly and accurately to locate specific places in recorded material. Such a system would be relevant to textbooks, of course, but would be especially useful for a dictionary or encyclopedia. The six studies show the evolution of the system from disc to cassette with increasing sophistication. In each case the components of the system involve an indexing playback device, specially treated recorded materials, and an index in either large type of braille. The student uses the large type or braille index to determine at which index cue he will find the recorded material in which he is interested.

Although the studies consistently show that students can find material more rapidly with large type or braille for the total system, this seems unfair since all the subjects had been using large type or braille for years and had only a few hours in which to learn how to use the recorded system. Even with that handicap, the differences in time are not huge, accuracy suffered little or not at all, and the advantages in terms of cost of materials and space occupied by the dictionary or encyclopedia are immense.

Part Two reports three studies of *Indexes for Tape Recordings.* In the end, all the systems tested proved to have some advantages and some disadvantages. The conclusion is that a "system where vocal index information is recorded on the same track as the content appears superior." However, for a relatively simple indexing of their own tapes, blind users might prefer a tonal index system.

Part Three, *Facilitating Tactile Map Reading,* reports seven studies which, together, had four purposes: (1) to identify the map reading skills of good map readers; (2) to determine whether brief training could improve skills; (3) to learn whether specific skills could be taught to poor map readers; and (4) to explore what changes in map design might contribute to improved map reading. Some interesting conclusions are: A number of basic skills are important to map reading, with line tracking as one of the most important, and these skills can be improved by training and practice. However, the amount of improvement is likely to be great only if students are given this training in the lower grades (4-6), showing the importance of beginning training in reading embossed tactile displays in lower grade levels. Another concept/skill needed is the distinctive features analysis of shapes; "training students to analyze and remember a few distinctive features of a specific shape was very effective . . . .” A related conclusion would be relevant to all tactile materials: “The results of the studies in this area demonstrated the importance for blind students to be analytical, systematic, and complete in their inspection of tactile materials.”

These reports are available from APH, but we do not know whether they have been printed in such quantity that all requests for them might be filled. Some of the tests and practice materials, fully reported in these three books, might be useful to teachers as they devise their own classroom exercises.

More on Communication: The above reports move us to mention some other fairly recent publications on some aspect of communication.

At the mother-child communication level there is an article by Seitz and Marcus which happens to use a rubella child as its central character. Methods are suggested for improving communication between parents and handicapped children who may not be able to respond to the complexity of maternal language. In the reported study, video-taping was used, but much the same goals might be achieved with less sophisticated procedures. For example, it was discovered that the speech of the mother studied was weighted with directives and lacked attempts to interpret the child’s vocalizations or to ask questions about objects in the child’s hands. Helping the mother to communicate appropriately can help the child’s language development.

At the other end of the communication scale, one might say, is Mary Stockstill’s story, that of a deaf-blind person who mastered Morse code and uses it as an amateur radio operator to communicate with persons far from her. Her enthusiasm is great: “When I’m on the air, I feel that I’m on an even level with whomever I am talking to because I am doing the same thing as the other person and there is no difference between us.”

Now, speaking of communicating with people far from you, what about the Telebook? MITRE Corporation reports on the design, implementation, and operation of an electronically delivered talking book service which could largely replace the usual mail delivery. “The Telebook concept involves the use of inexpensive voice bandwidth telecommunications to play the recorded information directly to the home of the user, a centralized group of playback equipment, an accompanying centralized library of recordings, and means for an operator to select and re-start recordings upon individualized requests of the handicapped users. By providing talking books and periodicals in this manner, a reader is able to obtain almost immediately, access to a large library of recorded material upon demand. This eliminates the delays in ordering and shipment, the handling of records back and forth in the mail and in the home, the difficulty a user normally can encounter with correction of errors in ordering and delivery, and sometimes long wait for popular books, etc. It also provides the reader with an option to browse and the use of a sighted operator to assist in perusing the catalog of books.” Ultimately there would probably also be savings to the Library of Congress, although initially the equipment would be expensive.

Finally, there is communication between the printed page and the blind reader via the Optacon. The AFB report on the Optacon program of the Richard King Mellon Foundation in the Pittsburgh area provides some interesting if not entirely new viewpoints. In this program, a total of 233 persons was enrolled in training programs at four agencies for adults and three schools; of these, 118 adults and 21 youngsters completed training and showed their continuing interest by the purchase of Optacons. The AFB survey included adults and children, those who completed and those who did not complete the training. The findings give solid support to provision of Optacon training by rehabilitation facilities and schools but recommend improved methods of determining each client's potential for using electronic devices since some of the dropouts seem to relate to a genuine lack of such potential. Excellence in training, along with a central coordinating organization to facilitate Optacon use, are urged.

Seitz, Sue, & Marcus, Sally. Mother-child interactions: A foundation for language development. *Exceptional Children,* May 1976, Vol. 42, No. 8, pp. 445-449.

Stockstill, Mary. A talking ham. *Nat-Cent News,* Apr. 1976, Vol. 6, No. 3, pp. 14-20.

Stetten, Kenneth J. *Telebook Center for the Blind: Phase 1, Final Report.* Washington, D.C.: The MITRE Corporation, 1976, 116 pp.

American Foundation for the Blind. *The Richard King Mellon Foundation Optacon Training and Purchase Subsidy Program (Pittsburgh, Pennsylvania Area): Final Report.* New York: AFB, 1975, 90 pp.

Special Education Costs: We live in a period when all costs of education are receiving closer scrutiny and administrators are being asked for much more detailed and exacting information about the costs of special education. A January 1977 report on such costs in New York City contains much interesting information and many enlightening comments on the whole problem of stating costs with any accuracy.

First, let us note that despite a nationwide pattern of declining enrollments in large city school systems, most programs for handicapped children have been growing rapidly. In New York City, the number of handicapped children served by the school system increased by more than 25% since 1973 to a total of more than 37,000 handicapped pupils educated on a full-time basis, plus an additional 40,000 who received part-time special education services while in regular classes.

However, the author of this report, a Deputy Chancellor, claims that there is very little reliable information about special education costs. This book reports one of the first attempts of a major urban school system to provide detailed cost information about specific educational programs. Conducting the study was difficult and time-consuming, and no claim for total and final accuracy is made. In fact, three separate methods were used to calculate costs; we will not, here, attempt to describe the differences among those methods, but since we think you would be interested in some of the comparisons we will report those, always based on the same method of calculation to keep the data comparable.

In New York City, the Bureau for the Visually Handicapped program in 1975 enrolled 27 children in classes for the severely handicapped, 193 children in classes for the non-severely handicapped, and 613 children in itinerant programs. This represents almost exactly 1% of all the handicapped children served, and this is the smallest "bureau" or division in the city's special education program. Next in size is the Bureau for the Hearing Handicapped with 2.68%.

Using what is described as an "all inclusive method" of reaching costs, the per-pupil cost for visually handicapped students in classes for the severely handicapped was $7,220 while in classes for the non-severely handicapped it was $5,170, and for those in the resource/itinerant program it was $6,275. The Mean/Total Bureau Cost per pupil was $6,050, which is significantly less than the per-pupil cost for the mentally retarded or those receiving speech services, but compares rather favorably with the Mean/Total Cost for all handicapped pupils, which was $5,990.

The author comments: "Current thought in the field of special education recommends educating a child in the 'least restrictive environment.' This means teaching a child in a setting as close to 'normal' as possible. One alternative is 'mainstreaming' or educating a handicapped child in a regular class with the addition of special supportive services. However, existing cost data for resource room and itinerant service programs provide mixed evidence as to whether mainstreaming would be significantly cheaper . . . . In the Bureau for the Visually Handicapped the resource/itinerant program is actually more expensive than the bureau average cost. . . More analysis needs to be done on the costs of mainstreaming. However, these figures indicate that mainstreaming may not be as inexpensive as it first appears."

A final section of the report relates the New York City findings to the amount of state aid provided per pupil and finds that state aid sorely wanting. The actual figures apply only to New York, of course, but administrators in many states may wish to study this report not only for its raw data but as a model for calculating their own costs and the relationships with aid from their states.

Gifford, Bernard R. *The Cost of Educating Handicapped Pupils in New York City*. Board of Education of the City of New York, Office of the Deputy Chancellor, 110 Livingston St., Brooklyn, NY 11201.

Itinerant Teachers: What is the itinerant teacher made of? Drs. Mary Moore and Ralph Peabody tried to find the answer to this question, at least in Pennsylvania, through a study which reached 66 such teachers throughout the state. The authors point out that just what an individual itinerant teacher does depends upon a number of factors, including the geographic area served, the nature of the student load, and how the particular program is set up. However, on the average, 59% of the teacher's time is spent in direct instruction of children, 11% in consultation relating to the children, and 16.5% driving. The remaining 13.5% of their time was utilized in such administrative duties as procuring materials, record-keeping, meetings, reviewing, and screening referrals. Although 82% of the teachers reported that remedial reading services were available, itinerant teachers were teaching reading to from one-half to two-thirds of their students. Further analysis showed that the curriculum areas which are specific to visually handicapped children are not emphasized as much as the general academic skills such as reading and mathematics. The study concludes with some very pertinent questions concerning programming for visually handicapped children and, also, concerning the training of their teachers.

Moore, Mary W., & Peabody, Ralph L. *Final Report: A Functional Description of the Itinerant Teacher of Visually Handicapped Children in the Commonwealth of Pennsylvania. Pittsburgh, Pa.: School of Education, University of Pittsburgh, 1976.*

Apartment Hunting, Anyone? If so, this book is for you. It also looks like an excellent curriculum guide and/or workbook for an important segment of one of those living skills courses which are becoming more and more popular at the high school level.

This workbook starts with a section on how to select the community in which you think you want to live, how the individual's mobility, transportation, employment, and income affect the choice. Ways to learn about communities are suggested and the choice finally narrows to selection of a neighborhood. There follows a very useful section on the abbreviations commonly used in apartment ads, and the terms used in describing and negotiating for an apartment. The authors indicate that if the apartment seeker is well organized, he or she should be able to get most of the information needed by telephone; to accomplish this, they show how to develop a good questionnaire. Then, they tell how to explore a prospective apartment, how to understand the rental agreement, and some do's and don'ts for the tenant. A few case studies of apartments are included. Following each section are a list of questions through which the student can check his understanding of the material presented. Brief, but it looks practical and effective.

Savage, Robert C., & Utrup, Robert G.*"Where Do I Go From Here?"–The ABC's of Apartment Hunting.* 1976. Published by Department of Blind Rehabilitation, Western Michigan University, Kalamazoo, MI 49008. Price $1.75.

A New Journal in Our Field: We regret the lateness of this welcome to *Journal of Visual Impairment and Blindness.* Unfortunately, the first issue of this journal did not reach our desk until the Spring issue of FOUNTAINHEAD had gone to press. The American Foundation for the Blind is incorporating in this new journal two publications from which we have frequently recommended articles of interest to educators, *The New Outlook for the Blind* and the *AFB Research Bulletin.* We would now like to bring to your attention at least one article from each of the first two issues of the new publication.

Tretakoff, in a discussion of the evolution of programs for blind mentally retarded children, points out that the presence of significant numbers of such children in the blind population was recognized early, but schools for the blind and schools for the mentally retarded were both reluctant to accept the responsibility for their education. The first school or well defined program for them was the Royer-Greaves School for the Blind in Paoli, Pennsylvania, founded in 1921. It was not until 1954 that a second program was established as a unit at the Walter E. Fernald State School in Massachusetts. A survey by Tretakoff shows that today there are 115 educational programs for blind mentally retarded, 81 located in facilities for the mentally retarded and 34 in residential facilities for the blind. Much of this growth has come in the past decade.

The article also reviews the gradual development of an adequate curriculum combining self-help skills, social skills, family, food, and health units, prevocational and vocational training with such academics as each student can master. In the past several decades there has been a real shift in educational philosophy in that students are prepared to face the realities of living in the community rather than being prepared to spend their lives in an institution. Recent years have also seen the development of programs for students with emotional problems, other multiply handicapped blind children, and those requiring special therapies. The article closes with a lengthy bibliography.

Bourgeault et al. describe the assessment and development of program recommendations for blind children with additional severely handicapped conditions as this is done in the Model Vision Project at George Peabody College. This assessment is handled by a team and usually requires from three to five days. Assessment is done in the child's home, classroom, testing rooms at the Child Study Center, medical offices or other professional settings relevant to the problems of the particular child. A parent interview is a very important part of the assessment. Although it is rarely possible, with these multihandicapped children, to administer the whole of any psychological test according to standard procedures, parts of many tests and scales may be used, and these are listed in the article. Other areas of assessment are educational achievement, motor behavior, language behavior, cognitive-adaptive skills, social/self-care skills, and social/emotional adjustment. The product is a detailed plan for individual instructional services which can be followed by the Model Vision Project through reports and direct contacts. Children are usually reassessed after six months either to confirm the placement or to prescribe changes. Again, the article closes with a long bibliography.

Tretakoff, Maurice I. The evolution of programs for blind mentally retarded children in residential facilities. *Journal of Visual Impairment and Blindness,* Jan. 1977, Vol. 71, No. 1, pp. 29-33.

Bourgeault, Stanley E.; Harley, Randall K.; DuBose, Rebecca F.; and Langley, Mary Beth. Assessment and programming for blind children with severely handicapping conditions. *Journal of Visual Impairment and Blindness,* Feb. 1977, Vol. 71, No. 2, pp. 49-53.

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Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead*. The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5" x 4" (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: Jack: "Well, may I propose now?"
Gwendoline: ". . . to spare you any possible disappointment, Mr. Worthing, I think it only fair to tell you . . . that I am fully determined to accept you."

Beth Krise and Jon Sharpe demonstrate their dramatic skills during a production of Oscar Wilde's "The Importance of Being Earnest," a production of the Drama Club of the Indiana School for the Blind, under the direction of Jean Reed. Photograph compliments of Bob Whyte.

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AEVH NEWS

Change in Executive Secretary: As reported in the *Fountainhead* last September, Mary K. Bauman asked for and was granted a two-year leave of absence as Executive Secretary of AEVH during her term as President of the American Association of Workers for the Blind. Mrs. Bauman, who served the Association as Secretary-Treasurer from 1966 to 1969, resigned this position when she assumed the Executive Secretaryship of the Association in 1969. At the same time, the Association moved its offices from Washington, D.C., to more adequate headquarters in Philadelphia. Mrs. Bauman, through a contractual arrangement with AEVH, has managed the central office since that time. During her term as President of AAWB, from July of 1977 through June of 1979, the duties of Executive Secretary have been assumed by Leland C. Sanborn, who will be working part-time on a per diem basis, and Judith A. James.

Mr. Sanborn, former Superintendent of the New York State School for the Blind, was a director on the International Board from 1968-69 and served as Secretary-Treasurer of the Association from 1969-77. The Association Constitution states that "The Board of Directors shall have the authority to appoint replacements for any [officers] when vacancies occur during the biennium." Following this provision, the Board appointed Dr. Verna Hart to fill the vacancy in the position of Secretary-Treasurer. Dr. Hart was a Director on the International Board from 1970-74 and is currently employed by the University of Pittsburgh. Ms. James has worked for AEVH on a part-time basis since it moved to Philadelphia in 1969. She will continue to function as Assistant Executive Secretary and has taken over the responsibility of editing *Fountainhead.*

Our best wishes to Mrs. Bauman during her term as President of AAWB. We feel sure that her expertise in the field of blindness and visual impairment will prove as valuable to AAWB as it has been to AEVH. She continues to contribute to AEVH by serving as the representative of the Middle Atlantic Region to the ICEVH meetings and will report on these meetings at the September Regional Meeting. In addition, she will write on-going reviews of recent publications for *Fountainhead.*

Executive Committee Meeting: The Committee met in Philadelphia in May, primarily to tie up odds and ends left over from the October 1976 Annual Board of Directors Meeting and to bring the Committee up to date on the transfer of responsibilities of the Executive Secretary from Mrs. Bauman to Mr. Sanborn and Ms. James.

Mr. McConnell reported on appointments to Standing Committees of the Board, and some time was spent discussing the status of the Legislative, Certification, and Nominating Committees. Reports of these Committees appear later in this issue of *Fountainhead.*

Because of requests from several AEVH workshops, Richard G. Umsted, First Vice President and Coordinator of the AEVH Workshops, reported that he will work with James E. Haralson, President-Elect and Program Chairperson for the 1978 Biennial Conference, to reschedule the workshop programs so that members will have an opportunity to sit in on more workshop sessions than has been possible in the past. The final details of the new schedule will be worked out later this fall and the membership will be notified of the changes in future issues of *Fountainhead.*

The Committee formally approved the chapter constitutions submitted for consideration by the newly formed Arizona Chapter and the Student Chapter at Dominican College at Blauvelt. Congratulations to both of these groups—we look forward to reporting the activities of both of these Chapters in *Fountainhead.*

Annual Meeting Scheduled: The Board of Directors will hold its Annual Meeting at the Galt House in Louisville, Kentucky, October 15-16. If any AEVH member has business he/she wishes to take before the Board, please either contact a member of your regional board of directors or send the information into the central office.

NOMINATING COMMITTEE

Call for Nominations for 1978-80 Biennium: The AEVH biennial nomination and election process is gearing up for action! As AEVH members are aware, nominations to fill the officerships of the Board of Directors come directly from the membership. It is time for members to select people who have been active in regional affairs who would be good, responsive, creative officers of the Association, and to ask them to run for office. Remember that it is also possible for members who are interested in supporting AEVH by serving as an Officer on the International Board of Directors to nominate themselves.

The nomination procedure by mail ballot was established in 1973 to provide *every* AEVH member with an opportunity to share in the governance of the Association's policies and activities. The procedure is effective only if *you* participate in the selection of good candidates for each office. There is a Nominating Committee, chaired each biennium by the Immediate Past-President of the Association. If necessary, that Committee will select candidates to fill the slate of two nominees for each office, but the real hope is that nominations for all officers will come from our own members.

Each AEVH region also has a nominating committee, the chairperson of which serves on the Association Nominating Committee with the Immediate Past-President. These chairpersons may be consulted about possible nominees and nominations procedure. If you have someone you wish to nominate to the International Board, you may contact your nominating committee chairperson to coordinate your plans with those of other members *or* you may send the nomination material directly to AEVH headquarters. The important thing is to get your nominations in and then help organize support for election of your candidates. Listed below are the chairpersons of the regional nominating committees. If this individual has not yet been appointed, we have listed the name of the regional chairperson as the person to contact with suggestions or for further information about the nominating procedure.

Northeast

William C. Sullivan, Regional
Chairperson
Route 4 - Woodstock Stage
c/o Birchwood Estates
Rutland, VT 05701

Middle Atlantic

Rosemary O'Brien, Regional
Chairperson
P.O. Box 182
Kensington, MD 20795

Southeast

Norma Grauer, Chair
Nominating Committee
301 Ashe Ave.
Raleigh, NC 27606

North Central

Lawrence B. Hapeman, Chair,
Nominating Committee
Department of Special Education
Northern Illinois University
DeKalb, IL 60115

South Central

Beal Pickett, Chair, Nominating
Committee
Parkview School
P.O. Box 309
Muskogee, OK 74401

Western

Roy J. Brothers, Regional Chairperson
P.O. Box 1865
Vancouver, WA 98663

With the exception of President-Elect, any AEVH member may run for any Office in the Association. Our By-Laws stipulate that the President-Elect shall at some time have served on the AEVH Board of Directors or as an Officer of the Association. Listed below are current members of AEVH who have served on the International Board. While some of these individuals have retired, all are eligible to serve as President-Elect for the 1978-80 Biennium and to assume the Presidency of the Association in 1980. We list these names proudly—as members who have served in the past and who therefore have had a part in making AEVH the vital organization it is today and as members who may be approached to contribute more to the Association in the next two biennia.

Georgie Lee Abel			California
	Executive Committee	1944-46	
Francis M. Andrews			Maryland
	Executive Committee	1944-46	
	First Vice President	1946-48	
	President	1948-50	
Samuel C. Ashcroft			Ohio
	Director	1964-66	
Norman Balot			Delaware
	Director	1976-78	
Natalie C. Barraga			Texas
	Director	1966-70	
Christina Baugh			Maryland
	Director	1964-66	
Mary K. Bauman			Pennsylvania
	Secretary-Treasurer	1966-69	
Lawrence Campbell			Massachusetts
	Director	1976-78	
John E. Chiles			Arkansas
	Director	1966-68	
D. Gary Coker			Tennessee
	Director	1976-78	
Aurelia Davis			Georgia
	Director	1960-62	
Carl J. Davis			Massachusetts
	Director	1960-64	
	Secretary-Treasurer	1964-66	
	Second Vice President	1966-68	
	First Vice President	1968-70	
	President	1970-72	
	Immediate Past-President	1972-74	
Finis E. Davis			Kentucky
	Second Vice President	1946-48	
	First Vice President	1948-50	
	President	1950-52	
W.S. Davis			Florida
	Director	1974-76	

L. Robert Dodge			California
	Director	1969-72	
David P. Dorr			Maine
	Director	1974-76	
William H. English			Wisconsin
	Director	1962-64	
	Second Vice President	1964-66	
	First Vice President	1966-68	
	President	1968-70	
	Immediate Past-President	1970-72	
Verna Hart			Pennsylvania
	Director	1970-74	
	Secretary-Treasurer	1977-78	
William T. Heisler			Massachusetts
	Executive Committee	1950-52	
	Director	1952-54	
Freda Henderson			Tennessee
	Director	1974-76	
Ross L. Huckins			California
	Director	1960-62	
Lee A. Iverson			Illinois
	Director	1958-60	
	Second Vice President	1960-62	
	First Vice President	1962-64	
	President	1964-66	
	Immediate Past President	1966-68	
Janie Fox Jones			Texas
	Second Vice President	1976-78	
W. Lee Jones			Alabama
	Director	1966-68	
	Second Vice President	1968-70	
	First Vice President	1970-72	
	President	1972-74	
	Immediate Past-President	1974-76	
Carl W. Lappin			Kentucky
	Director	1970-74	
Madge Leslie			Oregon
	Director	1974-76	
Paul J. Lewis			Florida
	Director	1976-78	
Elinor H. Long			Pennsylvania
	Director	1974-76	
F. Arthur Lown			Manila, Phillippines
	Director	1962-64	
Robert McQuie			Missouri
	Director	1968-70	
Dorothy L. Misbach			California
	Director	1966-70	
Andrew S. Papineau			Wisconsin
	Director	1976-78	
Jean Reed			Indiana
	Director	1972-74	

Evelyn Rex		Illinois
Director	1970-74	
Ferne K. Roberts		New York
Director	1964-68	
Second Vice President	1970-72	
First Vice President	1972-74	
President	1974-76	
Immediate Past-President	1976-78	
Leland C. Sanborn		Maryland
Director	1968-69	
Secretary-Treasurer	1969-77	
P. Coker Stogner		New Jersey
First Vice President	1974-76	
Josephine Taylor		District of Columbia
Executive Committee	1950-52	
Robert H. Thompson		Michigan
Executive Committee	1948-52	
Second Vice President	1952-54	
First Vice President	1954-56	
President	1956-58	
Dean Tuttle		Colorado
Director	1976-78	
Richard G. Umsted		Illinois
Second Vice President	1974-76	
First Vice President	1976-78	
Everett E. Wilcox		California
Director	1958-60	
Director	1964-66	
J.M. Woolly		Arkansas
Director	1954-58	
Second Vice President	1958-60	
First Vice President	1960-62	
President	1962-64	
Immediate Past-President	1964-66	

In order to provide an explanation of the somewhat complicated nominating and election procedure, we have prepared the following summary (see page 8) which itemizes the procedures and deadline dates for the next year. Please refer to this information for answers to questions you may have about the procedure. We have also prepared job descriptions for each of the elected offices so that you and the individual you are nominating have an idea of the responsibilities that each office of the Association carries. Reprints of this information are available in limited quantities from the central office.

Please use the form on the last page of this issue of *Fountainhead* to submit nominations. We are looking forward to an enthusiastic response on the part of all members. Remember that AEVH is only as strong as its elected officers and that you, as a member of the Association, can ensure this strength by nominating interested, active individuals.

Ferne K. Roberts
Immediate Past-President

ASSOCIATION FOR EDUCATION OF THE VISUALLY HANDICAPPED PROCEDURE FOR NOMINATION AND ELECTION OF OFFICERS OF AEVH BOARD OF DIRECTORS

The Chairperson of the AEVH Nominating Committee shall prepare an announcement for the Fall issue of *Fountainhead* to solicit from each voting member of AEVH preliminary nominations for each elective position for General Officers of the Association, with consideration for representation by regions and all other categories of membership. A form for submitting nominations shall be provided.

Each preliminary nomination must be accompanied by a biographical sketch of not more than 150 words, and by a signed statement of that nominee assuring that he/she will serve, if elected, and that he/she has adequate financial resources to attend Board and Committee Meetings. All nominators and nominees must be AEVH members in good standing. Responses must be mail-dated no later than December 1.

Nominees for President-Elect shall at some time have served on the AEVH Board of Directors or as an Officer.

TWO PROCEDURES FOR THE NOMINATION AND ELECTION OF OFFICERS

If there are *more* than two preliminary nominations for an AEVH office, the following procedures will be followed:

January 15 of the even years of the biennium:

A run-off ballot will be mailed to each voting member of AEVH. The names of all nominees and a biographical sketch of each will accompany the ballot. Each AEVH voting member will be asked to vote for *two* nominees for each elective office. The two nominees who receive the highest number of votes for each elective office will constitute the final ballot. In case of a tie for first or second position, the tied nominees will both be included on the final ballot.

February 15 of the even years of the biennium:

Votes in the run-off process must be mail-dated by or on February 15.

If there are *fewer* than two preliminary nominations for an AEVH office, the following procedure will be followed:

February 15 of the even years of the biennium:

If only one nomination is received for any elective office, the AEVH Nominating Committee shall, with consideration for representation of regions and categories of membership, select another person as the second nominee.

March 1 of the even years of the biennium:

Any individual running for an elective office may, if desired, prepare a statement of what he/she would hope to accomplish if elected and send it to AEVH headquarters office.

March 15 of the even years of the biennium:

Candidates's statements of goals will be mailed to AEVH voting members.

April 1 of the even years of the biennium:

The final slate of nominees for AEVH elective offices *and* a slate of nominees for regional officers and board members will be mailed to all AEVH voting members.

May 1 of the even years of the biennium:

All ballots should be returned to the AEVH headquarters office and must be mail-dated by or on May 1.

Job Responsibilities
President

1. Serves as Chairperson of the Board of Directors and of the Executive Committee, calls regular and special meetings of the Board and Executive Committee, and prepares agendas for these meetings
2. Represents the Association officially in its relationships with other organizations
3. Appoints all regular committees and such special committees as are deemed necessary by the Board of Directors
4. Presides at all business meetings of the Association membership
5. Initiates and may seek funding for projects deemed timely by him/her and the Board of Directors
6. Receives and approves official reports of the Executive Secretary
7. Determines when travel expenses of Board Members may be paid when this has not been determined by the Board of Directors
8. In the absence of policy guidelines, and the practical availability of advice from the Board of Directors or Executive Committee, makes such decisions on operations as seem necessary in the day-to-day business of the Association
9. Upon completion of term, the President will become Immediate Past-President. In this capacity he/she will be Chairperson of the AEVH Nominating Committee and will attend Board and Executive Committee meetings to provide continuity of leadership

Job Responsibilities
President-Elect

1. Shall assume the Office of President upon completion of term
2. Is a member of the Executive Committee
3. Serves as Program Chairperson for Biennial Conferences
   - Works with the President to appoint members of the Program Committee
   - With the Program Committee, plans Conference theme and program
   - Coordinates general and concurrent sessions at the Conference with the Second Vice President (who is normally responsible for Workshop Programs)
4. In the absence of the President, chairs Executive Committee Meetings, Meetings of the AEVH Board of Directors, and meetings of the AEVH membership
5. Serves as the AEVH representative to BANA (Braille Association of North America)

Job Responsibilities
First Vice President

1. Is a member of the Executive Committee
2. Normally serves as Chapter Coordinator
   - Works with the central office and the appropriate regional board, corresponds with individuals/groups who express an interest in forming an AEVH chapter
   - Reviews proposed chapter constitutions and by-laws and gives tentative approval or offers suggestions for needed revisions
   - Submits proposed chapter constitutions and by-laws to AEVH Board of Directors for final approval at regularly scheduled Board Meetings
   - Works with the central office and regional boards of directors, answers questions and concerns of chapters

3. Normally serves as Chairperson of the AEVH Membership Committee
    - Based on statistical information prepared by the central office, interprets membership status to Executive Committee and AEVH Board of Directors
    - Through articles in *Fountainhead* and/or presentations at AEVH Biennial Conferences, reports on membership status to the AEVH membership
    - Chairs the AEVH Membership Committee (comprised of the membership chairperson of each region)
        - Calls meetings of the Committee as needed
        - Prepares agendas for the Meetings
        - Working with the Committee, develops, for implementation by the regional boards of directors, plans for membership recruitment and retention
        - Maintains regular correspondence with the regional membership chairpersons, offering suggestions for membership recruitment and retention and presenting analyses of status of the AEVH membership campaign
    - As needed, corresponds with individual members who have problems and concerns and reports the feelings of the membership to the Executive Committee and the AEVH Board of Directors
    - Works with Regional Representatives to the AEVH Board of Directors to develop and maintain supporting memberships

Job Responsibilities
Second Vice President

1. Is a member of the Executive Committee
2. Normally serves as Workshop Coordinator
    - At AEVH Biennial Conference, meets with newly elected workshop officers
    - Immediately following Conference, corresponds with workshops which have not submitted a report of meetings and/or a list of the names and addresses of workshop officers
    - Based on suggestions from workshops, submits suggestions for changes in workshop procedures, structure, etc., to Board of Directors for its consideration
    - As needed, writes articles for *Fountainhead* concerning workshops
    - Working with Chairperson of Program Committee, develops schedule of workshop programs for Biennial Conferences
    - Through regular correspondence, helps workshops plan programs for the Conference
    - In the event that a workshop loses its leadership, either works with the central office to develop leadership or, if this is unsuccessful, plans the Conference program for this workshop
    - Meets with the workshop officers at the beginning of the Conference
    - Is available during the Conference to handle problems or concerns relating to workshops
    - May act as advisor to specific workshop(s) wishing to plan programs outside the Conference structure; may seek funding for such programs either within or outside AEVH

Job Responsibilities
Secretary-Treasurer

1. Is a member of the Executive Committee
2. Works closely with the Executive Secretary to produce a definitive financial report. The annual projected budget is to be prepared to coincide with this definitive report.
3. Explains financial status of the Association at all Executive Committee Meetings and all meetings of the AEVH Board of Directors
4. Reviews financial reports at Biennial Conferences
5. Co-signs checks on regular checking accounts on a semi-monthly basis
6. As needed, works with President to obtain funding for special projects

Regional Nominations: As indicated in the explanation of the election procedure, on April 1 of 1978 the final slate of nominees for the Officers of the International Board of Directors *and* a slate of nominees for regional officers and board members is mailed to each voting member of AEVH. The slate for each regional board is prepared by the regional nominating committee appointed by each regional chairperson. Each region hopes to include representation of all geographic areas within the region and tries to take into consideration all the types of AEVH membership. Two regions have asked us to print notices to their regional members concerning their election procedures:

Middle Atlantic (comprised of the states of Delaware, Maryland, New Jersey, New York, and Pennsylvania, the Province of Ontario and the District of Columbia): The Nominating Committee of the Middle Atlantic Region is seeking suggestions for the position of Regional Chairperson-Elect, Secretary-Treasurer, and three Directors for the 1978-80 Biennium. Please send the names and addresses of all nominees, a signed statement that they are willing to serve if elected to a regional position, and biographical information to Rosemary O'Brien, Regional Chairperson, P.O. Box 182, Kensington, MD 20795.

South Central (comprised of the states of Alabama, Arkansas, Colorado, Louisiana, Mississippi, New Mexico, Oklahoma, Tennessee, and Texas): Beal Picket has asked that suggestions for the offices of Chairperson-Elect and Secretary-Treasurer, as well as for the three Directors, be sent to him. Please include biographical information and a signed statement from the nominee that if elected he/she is willing to serve: Beal Pickett, Chair, Nominating Committee, Parkview School, P.O. Box 309, Muskogee, OK 74401.

Southeast (comprised of the states of Florida, Georgia, North Carolina, South Carolina, Virginia, West Virginia, and Puerto Rico and the Virgin Islands): York Hudgins, Regional Chairperson, requests that suggestions and accompanying information be sent to Chair of Nominating Committee, Norma Grauer, The Governor Morehead School, 301 Ashe Avenue, Raleigh, NC 27606.

STANDING COMMITTEES

Appointments: The AEVH Board of Directors has a number of standing committees which are appointed by the President each biennium. While these committees are not active every biennium, they are formed to serve as a resource to the Board and may be charged with the responsibility of investigating a particular need or concern of the membership. As needed, each committee makes recommendations to the Board for possible action during the biennium.

President William J. McConnell has announced the appointment of the following individuals to chair standing committees for the 1976-78 Biennium: Certification—William Heisler, Massachusetts; Legislative—D. Gary Coker, Tennessee; Necrology—Zealous Brown, Mississippi; Resolutions—W.S. Davis, Florida. A complete listing of the members of each of these committees will appear in a future issue of *Fountainhead.*

Certification: This is one of the longest-established committees of the Board and was formed to meet the needs of educators of the visually handicapped by setting standards for teachers and child care workers. While the original emphasis was for the worker in the residential school setting, current applicants for certification come from both residential and day schools.

The requirements for Teacher's Certification was revised by the Certification Committee in 1970-71 and were then formally adopted by the Board of Directors. Since that time, in response to changes in the education of the visually handicapped, the Committee has met periodically to make recommendations to the Board for modifications in the requirements.

The certification service to Houseparents/Child Care Workers was established in the early 60's. The current requirements were adopted by the Board in 1973 after a special subcommittee of the Certification Committee revised the requirements. Since 1973 the number of applicants for Child Care Worker Certification has more than tripled.

It is obvious to the Board that both types of certification are meeting the needs of our membership, particularly in light of the changes resulting from current legislation. Many schools, in lieu of standards established by state departments of education, use AEVH certification to establish salary scales and base their in-service training on the certification requirements. Many individuals, desiring a certification of competency in their field, turn to AEVH certification as a concrete demonstration of this competency.

Because of the increasing number of multiply handicapped blind children, in both residential and day school programs, schools are utilizing child care aides and teacher aides. AEVH has received requests from several individuals to consider certifying paraprofessionals in these areas. When President McConnell appointed William Heisler Chair of the Certification Committee, he asked him to investigate the need for these types of certification by our membership. Mr. Heisler has sent a memo to all residential schools explaining:

> Since an increasing number of schools and programs serving the visually handicapped are having to give attention to the selection, employment, and training of child care and/or houseparent aides, the AEVH Certification Committee is interested to find out what is happening nationally concerning the setting of employment standards for this group.
>
> It is possible that special AEVH Certification standards might be developed for child care and/or houseparent aides. However, before embarking upon developing such standards, the AEVH Certification Committee would first like to obtain a response from schools and programs in the field concerning their feelings about the desirability of developing such standards.

He asks that each administrator answer several questions about the employment of aides, the standards for selection and employment, and in-service training. He further asks if administrators feel that an AEVH certification service for these groups would be helpful.

Several copies of the memo and questionnaire have also been sent to regional chairpersons asking that they try to place this information in the hands of appropriate day school programs. Depending on the response, a meeting may be scheduled in Louisville this fall to discuss the possibility of certification programs for aides. If you are interested in additional information about this meeting or about any aspects of the AEVH certification program, please contact the central office.

Legislative: The Legislative Committee is comprised of a chair appointed by the AEVH President and members who also serve as the chair of each of the six regional legislative committees. The regional representatives are appointed by each regional chairperson. D. Gary Coker, a Director on the AEVH International Board of Directors and past Chairperson of the South Central Region of AEVH, assumed the responsibility of chairing the Legislative Committee. Mr. Coker has been asked by the Board to define the responsibility and function of this group. While AEVH recognizes the need for an active legislative body, there has never been a firm statement of its duties and functions. The Board, last October at the Annual Meeting, did recognize that "For at least economic, and possibly for other reasons, AEVH is not a lobbying organization. Therefore, our Legislative Committee is chiefy a means of communicating information about legislation to members and funneling back stands which may be taken on an individual basis by members . . ." but has never clearly defined how the Committee itself should function.

In addition, Mr. Coker, at the suggestion of Irvin P. Schloss, Director, Governmental Relations Office, American Foundation for the Blind, sent a memo to all Directors and Superintendents for Programs for the Visually Handicapped concerning PL 89-313, the Elementary and Secondary Education Act. Each administrator received a copy of a survey formulated earlier this year by Martin L. LaVor, Senior Legislative Associate for the House Education and Labor Committee, and was asked to respond to certain key questions in an effort to elicit information on the experiences of the states in operating 89-313 programs. Mr. Coker explained that since schools for the blind and state programs are usually directly responsible for the operation of 313 programs, AEVH should voice its concerns.

Mr. Coker has agreed to combine the responses to this survey into a position paper and to submit it to the Board of Directors for consideration for dissemination. Copies of this paper will be sent out to all who respond to the survey; if any individual member would find this information useful, please let the central office know so that your name can be placed on the mailing list.

Two of the six AEVH regions have appointed regional legislative chairpersons who are serving on the Committee with Mr. Coker: Northeast–Robert Long, and Southeast–Donovan Jones. We will keep you informed of the actions taken by this Committee and welcome your suggestions and comments.

Members interested in keeping up to date on legislative action might be interested in *Amicus*, a bi-monthly publication of the National Center for Law and the Handicapped, Inc. The NCLH is described in the masthead as "a project of national significance jointly funded by the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, and Developmental Disabilities Office, Office of Human Development, U.S. Department of Health, Education and Welfare." It lists as Co-Sponsors the Family Law Section of the American Bar Association, the Council for the Retarded of St. Joseph County, Inc. (in Indiana), the National Association for Retarded Citizens, and the Notre Dame Law School. Recent issues featured "Opening the Classrooms: Assuring the Right to an Appropriate Education," and "Sources of Law: Right to an Equal Educational Opportunity." Regional legislative committees or individuals interested in subscription information should contact: National Center for Law and the Handicapped, Inc., 1235 North Eddy Street, South Bend, IN 46617.

Membership: As Second Vice President, Janie Fox Jones chairs the Membership Committee which is responsible for developing plans for membership recruitment and retention and is composed of the chair of each of the regional membership committees. While the Committee has not had a chance to meet this biennium, correspondence from Ms. Jones and the central office has kept the regions up to date on the status of the membership campaign.

Last October the Board of Directors, at the request of several of the regions, instituted a special year-and-one-half membership plan for new AEVH members. Anyone joining AEVH under this special plan (which was in effect from April 1 to September 30, 1977) paid for one year of membership and is listed in the membership files as a member from July 1, 1977, to December 31, 1978. Regions were encouraged to publicize this plan during the regional conferences in an effort to interest individuals in joining AEVH. While we have not heard from all of the regions, it appears that this plan was at least moderately successful. The Board will evaluate the plan at their fall Annual Meeting and decide if it should be continued in future years.

Like all professional associations, AEVH is dependent on membership dues for the major portion of the income for operational expenses. Each year the Board approves a budget which is based on an anticipated number of members for the next calendar year. Last October the budgeted income for 1977 was based on 2475 members. As of August 31 the AEVH membership roster showed 2386 members, short of our membership goal, but still higher than the 2375 active members in 1976. We are proud that AEVH continues to show an increase in membership and hope that the Winter issue of *Fountainhead* will be able to report that we have reached our goal for 1977.

Congratulations for the progress to date (and encouragement for continued efforts!) are due the Membership Committee:

Northeast	John Stager, Massachusetts (served from 1976-77)
Middle Atlantic	Virginia DeMarinis, Pennsylvania
Southeast	Paul Lewis, Florida
North Central	Gaylen Kapperman, Illinois
South Central	D. Gary Coker, Tennessee
Western	Lee Robinson, Idaho

The breakdown by regions for memberships received through August 31 is:

	1976	1977
Northeast	160	148
Middle Atlantic	435	459
Southeast	472	434
North Central	617	631
South Central	343	371
Western	307	312

An additional 31 members not reflected on the regional membership totals (paid in full life members for whom no address verification has been received and foreign members) bring the total to 2386.

By the time you receive this issue of *Fountainhead*, membership materials will have been sent to all the residential schools, and the central office will have begun the enormous job of direct mailing of renewal notices to all other members. It would be helpful if all of you would try to make your dues payment promptly—thus avoiding the expense of a second and third renewal notice. While members joining in 1978 automatically receive the back issues of publications mailed before their dues were received in the central office, it is much easier (and much less expensive!) if the bulk of the memberships are received prior to February 15 so that all publications can be mailed under our special second class postal rate.

As the reports of the Legislative and Certification Committee indicate, AEVH is trying to expand services to members through pinpointing needs and making available additional information of interest to its members. We feel that, through this and through regionalization, AEVH is truly providing services to its members—services that are not provided by any other organization. Please tell your associates about AEVH. Membership is still, in these days of inflation, a real bargain!

54th BIENNIAL CONFERENCE

When and Where: The 54th Biennial Conference will be Sunday, June 25–Thursday, June 29, at the Dallas Hilton. The Conference city was selected by the South Central Board of Directors and, for those members who try to attend every Conference, offers a completely different climate and scenery from our recent Conference cities—Louisville in '76, San Francisco in '74, Miami Beach in '72, and New Orleans in '70.

The hotel is located on Commerce Street in the heart of downtown Dallas and is in the center of all activities. It is very convenient to the shopping area—only one block from Neiman-Marcus—so there are places to go for those who have shopping for "things" as well as "ideas" in mind!

The Hilton is ideal for an AEVH Conference, offering sufficient meeting rooms for our rather complicated scheduling of General, Concurrent, and Workshop Sessions. In addition, boutiques, a drugstore, a barbershop, a beauty salon, airline offices, and rental car facilities are within the confines of the hotel.

There also seems to be a wide range of choices for meals: A Coffee House serving breakfast, lunch, and dinner; two restaurants featuring beef cooked over open fires and hickory-smoked brisket; a Coffee Bar for quick breakfasts and luncheons. There are two cocktail lounges for evening entertainment and for those informal exchange of ideas sessions! All this plus the advantage of being located in a shopping district that offers opportunities for a quick bite to eat away from the hustle and bustle of the Conference!

Single rooms range in price from $31-$49; double/twin occupancy from $39-$61. There is no charge for children, and $10/day for an extra person in the room.

The hotel is located about 30-35 minutes from the Dallas-Ft. Worth Airport (45 minutes in rush hour traffic), and Surtran has air conditioned busses which offer continuous service to the hotel. The bus fare is about $4.

Conference pre-registration materials and hotel cards will be mailed to all AEVH members early in 1978. We do suggest that you return your hotel card promptly since the hotel has indicated to us that if the room rate you request is not available, you will automatically be assigned the next closest rate.

Program: Moe Haralson, the Chair of the Program Committee, is working now with his Committee to plan the program for the meetings next June. He has asked us to print the following announcement:

The eyes of Texas are upon you for the AEVH 54th Biennial Conference! Don't gripe later—work today! The Program Committee needs suggestions to make the Texas Conference the largest and best of all! Suggestions for program content are solicited from all members, but we would especially like recommendations from residential and day school classroom teachers for topics *you* would like to have covered. Therefore, please write down your suggestions and send them to: Moe Haralson, President-Elect AEVH, Indiana School for the Blind, 7725 N. College Avenue, Indianapolis, IN 46240.

Mr. Haralson plans to have a meeting of the Program Committee in mid-October, so please be sure to get your suggestions to him by October 10.

Necrology: At each AEVH Biennial Conference it has been traditional for the membership in attendance to take time to recognize with gratitude and sorrow the fellow professionals lost to our field during the preceding two years. Zealous Brown of the Mississippi School has accepted the responsibility of Chairing the Necrology Committee for this Biennium and has asked that AEVH members report to him the deaths of those active in our field so that they may be recognized during the Conference next summer. Please include information about the individual (place of employment, years in the field, etc.) and send to: Zealous Brown, Mississippi School for the Blind, 1252 Eastover Drive, Jackson, MS 39211.

Workshop Meetings: As reported under the "AEVH News" section of this issue of *Fountainhead*, plans are being made to reschedule the workshop sessions so that members will be able to attend more meetings than has been possible in the past. We hope to be able to list all workshop officers in the next issue of *Fountainhead*, but in the meantime, if any AEVH member has a topic that he/she would like to present to his/her workshop, please send this information to the central office. We will see that it is forwarded to the appropriate workshop officer. We know that many of you are doing interesting, exciting things; if you plan to attend the Conference, decide *now* to share your ideas with your fellow professionals and send in your suggestions immediately!

Resolutions: Those of you who attended the 53rd Biennial Conference in Louisville, Kentucky, may recall that there was some confusion during the business meetings because provisions had not been made for responding to the resolutions presented by the Resolutions Committee. Your Board of Directors discussed this following the Conference and adapted the following as a Board Policy:

> At Biennial Conferences, the names of all members of the Resolutions Committee and all resolutions to be acted upon at a Business Meeting must be posted on the public bulletin board not later than 9:00 a.m. of the day preceding the date on which the resolutions will be presented for vote by the membership. There shall always be opportunity for discussion following the moving and seconding of each resolution and prior to the call for a vote by the membership. If a member's resolution is not accepted for presentation by the Resolutions Committee, that member may himself post the resolution on the bulletin board, as provided above, and bring it to the floor of the convention, providing it has been posted.

There will be floor microphones in the meeting room for the Business Meetings of the Association and members who wish to respond to any resolution will be asked to sit in designated areas.

W.S. Davis of the Department of the Blind, Florida School for the Deaf and the Blind, has accepted the Chair of the Resolutions Committee. He is now organizing his Committee and, if necessary, will make a further explanation of this procedure during the first Business Meeting of the Association.

If you have a resolution you wish to present to the membership, we do suggest that you take time prior to the Conference to compose it so that a typed copy can be turned over to the Resolutions Committee during the Conference.

Call for Papers: Since 1972 AEVH has made provisions for its members to present original papers at one of the Concurrent Sessions at the Biennial Conferences. This has proved to be one of the most popular sessions, and we are happy to once again list our "call for papers." All presentations at General or Concurrent Sessions during the Conference may be submitted (at the discretion of the presenter) to the Publications Board for consideration for publication in the AEVH biennial publication, "Selected Papers." Thus this session affords our members an opportunity to share with fellow professionals through both the spoken and written word.

The following Board Policy applies to individuals wishing to submit an abstract for consideration by the Program Committee:

> Members wishing to present papers shall submit to the Program Chairperson an abstract of the proposed paper, no more than 500 words in length, and including:
>
> 1. If the paper is based on research, state the hypothesis, the means used to prove or disprove the hypothesis, the nature of the population, and a very brief statement of the results.
> 2. If the paper is a review of the literature, state the specific field covered by the review, a very brief statement of conclusions. Indicate whether a bibliography will be provided.
> 3. If the paper is an account of materials or methods, briefly state what is new or different about these materials or methods, whether they have actually been tried and, if so, with what population, and the results.
> 4. If the paper presents a point of view, but is not research, a review of the literature, or a report on materials and methods, indicate what is original about this point of view and the purpose of the paper.
>
> A paper not falling clearly into any of the above categories may be accepted if the abstract states why its content is of interest and importance to the AEVH membership.
>
> Papers should be planned for no more than 15 minutes reading time; an additional 5 minutes for questions and discussion will be programmed. Papers must be presented by the author, or one of the authors if more than one is involved. All papers must be typed and should be ready, at the time of the program, to be handed to the AEVH central office staff for possible publication.

The deadline for receipt of abstracts is November 15, 1977. Please send to the Chair of the Program Committee: Moe Haralson, Indiana School for the Blind, 7725 N. College Avenue, Indianapolis, IN 46240.

R.L. GILLETTE MUSIC AWARD

As reported in the *Fountainhead* last winter, the AEVH Selections Committee has been working to revise the procedures for selecting candidates for the R.L. Gillette Music Award. Established by the will of R.L. Gillette, these awards are given yearly to female students of music in their junior or senior year of college who have demonstrated musical ability and who are in good academic standing. Depending on the funds available each year, each award is for a minimum of $1,000. The awards are offered by the American Foundation for the Blind with the selection of candidates in cooperation with the Association for Education of the Visually Handicapped.

Representatives from AFB and AEVH met this summer to revise the procedures and requirements. After final approval by the AEVH Board of Directors, information about the award will be sent to all residential schools, state departments of education, and national organizations of music teachers. The requirements, which are subject to change by the AEVH Board at its Annual Meeting in October, are:

> The award candidate must be:
>
> 1. Legally blind
> 2. A female music major enrolled, at the time of application, in her sophomore or junior year in a college or university which
>   a. Provides a major in music or music education
>   b. Is accredited by a member of the Federation of Regional Accrediting Commissions of

Higher Education: i.e., M.S.A., N.E.A., N.C.A., N.A., S.A., and W.A.

Responsibility for transmission of all necessary supportive materials rests upon the applicant. These are:

1. Ophthalmological report indicating visual condition and visual acuity with best correction
2. Short autobiographical sketch of of 500 words, especially stressing evidence of interest in and aptitude for music and plans for future in musical field
3. A transcript from the college or university accompanied by a letter from the registrar indicating that the applicant is a student in good standing and that she is enrolled as a music or music education major for the academic year for which the award is to be made
4. A performance tape:
    - a. Recorded on a cassette recorder at 1-7/8 inches per second
    - b. Of two different selections (one of which must be classical), not to exceed 10 minutes for total performance time
    - c. A written or spoken commentary by the applicant of what the selections are and why she chose them (if this is added to the tape, it is not included in the 10 minutes in item "b")
    - d. Accompanied by a certifying statement that the tape is the work of the applicant and a written recommendation by a member of the music department at the college or university in which the student is enrolled
    - e. Application form

Thomas Ridgeway, a member of the AEVH Selections Committee for the Award and Past-Chairperson of the AEVH Music Workshop, will make suggestions to AFB and AEVH to aid in the appointment of a committee to review the performance tapes. It is anticipated that the applications will be printed this fall and that the information will be circularized before the first of the year. All applications for the 1978-79 academic year must be in the central office of AEVH by March 1, 1978.

PERSONNEL

Congratulations: Charles Woodcock was appointed director of Perkins School for the Blind effective July 1, 1977. He succeeds Benjamin F. Smith who retired after over 40 years of service to the School. Mr. Woodcock was Superintendent of the Iowa Braille and Sight Saving School, and served on the staff at Iowa since 1972. Prior to that he was, for 18 years, teacher, Principal, and Superintendent of the Oregon State School for the Blind. He resigned his position as Chairperson of the AEVH North Central Regional Board of Directors when he moved from Iowa to Massachusetts.

Positions Available:

Associate Psychologist: M.A. or Specialist required. Duties include direct service, consultation, formulating grant proposals, and continuing development of therapeutic milieu. Salary: $12,000 minimum, negotiable based on experience and degree. Send resume to: Iowa Braille and Sight Saving School, Vinton, IA 52349.

Dean of Students: South Dakota School for the Visually Handicapped has created a new position of Dean of Students. The position involves supervision of houseparents, coordinating program and directing all after-school activities, serving as athletic director and as a liaison between students, houseparents, staff, parents, welfare and social workers, and scheduling students on their internship. School enrollment is approximately 40 students, K-12; school term is August to May. Salary: $10,000 plus. Contact: Dean North, Principal, South Dakota School for the Visually Handicapped, 423 17th Avenue, SE, Aberdeen, SD 57401, (605) 622-2260.

CALL FOR NOMINATIONS

1978-80
BIENNIUM

Become involved in *your* professional Association! Please send in nominations for Officers of the AEVH International Board of Directors for the next biennium! (See pages 8-10 for an explanation of the nominating procedure and the job descriptions for each office.)

Remember that all nominations must be accompanied by:

1. A biographical sketch of not more than 150 words

2. A signed statement of the nominee assuring that he/she will serve, if elected, and that he/she has adequate financial resources to attend Board and Committee Meetings.

Also remember that all nominators and nominees must be AEVH members.

Officers for the 1978-80 Biennium:

President	James E. Haralson 8072 Dartmouth Road Indianapolis, IN 46260
Immediate Past-President	William J. McConnell Virginia School at Hampton 700 Shell Road Hampton, VA 23361

Nominations for:

President-Elect
(must have served on the AEVH Board of Directors or as an Officer of the Association—see listing on pages 5-7)

Name ____________________

Address ____________________

____

First Vice President

Name ____________________

Address ____________________

____

Second Vice President

Name ____________________

Address ____________________

____

Secretary-Treasurer

Name ____________________

Address ____________________

____

FOUNTAINHEAD
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FOUNTAINHEAD

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Second class postage paid at Philadelphia, Pennsylvania #207220.

Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead*. The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5″ x 4″ (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: A Very Merry Christmas and Happy New Year from the AEVH Board of Directors and Central Office staff!

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SUPPORTING MEMBERS FOR 1977

The Board of Directors of the Association for Education of the Visually Handicapped wishes to express the gratitude of the Association to the following groups which chose to become AEVH Supporting Members in 1977. This substantial support has provided the funds for our Association to provide another successful year of service to educators of visually handicapped children. To all, our heartfelt thanks!

American Foundation for the Blind
American Printing House for the Blind
Braille Institute of America, Inc.
Cleveland Society for the Blind
Guiding Eyes for the Blind
Helen Keller International
Indiana School for the Blind PTA
Recording for the Blind
The Seeing Eye

ANNUAL BOARD MEETING

The AEVH Board of Directors held its Annual Meeting at the Galt House in Louisville, Kentucky, in mid-October. While it is impossible, because of space restrictions, to report in detail all that was discussed in this two-day meeting, we will highlight some items below and will, as usual, keep you informed of these and other activities of the Association in future issues of *Fountainhead.* Additional topics discussed by the Board appear in this issue under "Standing Committees" and "1978 Conference."

Membership: AEVH, like most professional associations, depends on the revenue from membership dues for operating income. The Annual Budget for 1978, which appears later in this issue, shows that in order to continue to provide services to our members, we must try to increase our membership, to approach teachers and paraprofessionals in the field who are not familiar with AEVH. The Board spent some time discussing membership trends and potential sources of new members.

In 1977 the Annual Budget was based on 2,494 members. At the time of the Board Meeting, our membership was just short of this goal – 2,397 members – which does represent an increase over our 1976 membership. As the Board reviewed the membership statistics for 1977, it became obvious that, for 1978, the membership chairpersons and their regional committees must make a special effort to recruit members in the non-residential settings and agency, and supporting memberships. The membership goal for 1978 is 2,562. We hope that all of you will, through your contacts, help to spread the word about AEVH and that, through our joint efforts, we will meet our membership goal!

Supporting Memberships: As indicated on the first page of this issue of *FH,* AEVH is grateful to the agencies and organizations that chose in 1977 to give financial support to the Association beyond the regular membership dues. The Board recognized that this important core of members must be increased over the next several years in order to keep the membership dues from increasing to the point where individual membership is not financially feasible for educators of the visually handicapped. In 1978, $4,000 of the membership income is budgeted to come from this very important group. This represents an increase of almost $2,000 over the 1977 supporting membership income.

Various ways of recruiting supporting members were discussed including enlisting the support of parent groups in both public and residential school settings. Information will be sent to the regions asking that they work with the Board by submitting names of potential supporting members to the Central Office so that the appropriate contacts can be made. If you know of an agency, organization or group that is concerned with the education of the visually handicapped, or a company or concern that would be interested in making a financial contribution to our field, please let us know. The four categories of supporting memberships are:

Contributing	$ 50 to $ 99
Sustaining	100 to 499
Patron	500 to 999
Benefactor	1,000 up

Honor and Memorial Fund: Upon the request of the Executive Committee following a meeting in the Spring of 1977, Leland C. Sanborn, the AEVH Executive Secretary, prepared a proposal for an Honor and Memorial Fund which he presented to the Board. This was approved unanimously; the following explanation of the Fund was incorporated into the AEVH Board Policies:

> The Association for Education of the Visually Handicapped will establish an Honor and Memorial Fund to honor those who have given devoted service to the education of blind and visually handicapped young people. This Honor and Memorial Fund will accept and record in an Honor and Memorial Book contributions given as an honor or a memorial for any professional, worker, or person who is (was) involved in the growth, development, and instruction of visually handicapped individuals.
>
> The monies so contributed will be invested in high interest-bearing certificates or savings accounts and only the accrued interest will be used for special research, study, or publication projects of the Association, as determined by the Board of Directors. None of the principal or interest is to be used for regular operational or budgeted expenses of the Association.
>
> When the AEVH Honor and Memorial Fund reaches a total of $10,000 in principal, the Board of Directors may then consider using up to 10% of the principal in a given year (in addition to the accrued interest) for any of the above mentioned special projects.
>
> This AEVH Honor and Memorial Fund will be given publicity through the Association publications, *Fountainhead* and *Education of the Visually Handicapped*, and in any other means determined by the Board of Directors. Such publicity will encourage contributions to the Fund to honor workers in the field upon retirement or other special occasions and as memorials upon the death of professionals, workers, or people who have been involved in the education of the blind and visually handicapped. Appropriate acknowledgments of all donations will be made.

The Board decided that the Conference Program for each Biennial Conference will carry an explanation of the Fund with an indication of those for whom contributions have been made. In order to establish the Fund, the Board unanimously voted to set aside an initial $1,000 from the AEVH reserve funds. We hope that as this Fund grows it will enable us to promote the special activities that could not otherwise be provided. As you and your co-workers are thinking of ways to honor or memorialize those who have given so much to our field, please keep this Fund in mind. If you have any questions, please write to the Central Office.

Increase in Subscriptions: Acting on the recommendation of the Finance Committee, the Board unanimously voted to increase the subscription fees for the print issues of both *FH* and *EVH*. The fees for these publications have remained the same for more than 10 years despite the rising costs of printing. While both publications are sent to AEVH members at no charge, there are a certain number of subscribers to both, primarily colleges and universities and information centers for educators of the visually handicapped.

As reflected in the Publications Budget which appears later in this issue, a certain amount of money is transferred from the regular account to the publications account each year to cover the cost of the publications. The balance of the income in the publications account comes from subscriptions. By raising the cost of *EVH* from $6 to $8 and the cost of *FH* from $4 to $5, it is anticipated that approximately $1,200 additional subscription income will be deposited in the publications account in 1978. This means that less money will need to be transferred per member and will provide more funds for the day-to-day operation of the Association.

The Board also agreed to act upon suggestions of both the Finance Committee and the Publications Board and will seek to increase the number of subscriptions to *EVH*, thus providing even more subscription income in the future.

AEVH Involvement with Other Organizations: AEVH has, for many years, made an effort to affiliate itself, through membership or other support, with other organizations in the field of the visually handicapped. The Policy Committee spent some time reviewing our current involvement with the Braille Authority of North America (BANA—formerly the AAWB-AEVH-NBA Braille Authority), the National Accreditation Council (NAC), the International Council for the Education of the Visually Handicapped (ICEVH), the World Council for the Welfare of the Blind (WCWB), the Council for Exceptional Children (CEC), and the Affiliated Leadership League of and for the Blind of America (ALL). Some of the relationships have been spelled out in the AEVH Board Policies, while others have been handed down verbally from one Board of Directors to the next. In an effort to provide continuity and to define clearly the extent of AEVH's involvement with other organizations, the Board acted upon the recommendation of the Policy Committee and decided to draft policy statements to define the relationship between AEVH and the above groups. These statements will include an indication of the purpose and goals of the affiliate organizations as well as the amount of dues paid by AEVH and the type and privileges of membership. These will be presented to the full Board and, when approved, will be reported in detail to the membership.

Pending Business: Despite the two days devoted to the Meeting, the Board did not discuss in detail all the items on the agenda. Because of this, and because there has been a feeling that the Board should meet more often in working session, it was decided that it will come together again in March/April of 1978. The following items were discussed briefly in October and held over until the Spring Meeting when specifically appointed Board Committees will make their reports.

AEVH-AAWB Joint Committee: As reported in previous issues of *FH*, the Boards of AEVH and AAWB for several years have been investigating ways of coordinating the activities of the two Associations to avoid duplication of effort and to increase the communication between the educators and rehabilitators of the visually handicapped. Many of the AEVH workshop groups have similar interests to those of the special interest groups of AAWB. Joint sessions between these groups could be of great value to both Associations. The Board considered a request that came from AAWB President Mary K. Bauman for a Joint Conference of AEVH and AAWB which would be scheduled for the summer of 1979. The Board, while agreeing that the concept of such a meeting was desirable, did not feel that it was ready to commit AEVH at this time. It decided that this matter would be discussed at the Spring Meeting after guidelines for safeguarding the educational aspects of such a Conference were prepared. It further decided that a report would be prepared and presented to the membership at a Business Meeting of the Association during the 54th Biennial Conference in Dallas in 1978. The Board also discussed briefly a request from AAWB to issue an Orientation and Mobility Certificate in the names of the two Associations. Since the AEVH Board was not familiar with the current activities of the AAWB Certification Committee and also wanted to communicate with our own Orientation and Mobility Workshop, a special Board Committee consisting of D. Gary Coker (Chair), Ferne Roberts, and Richard Umsted was appointed to investigate this matter and to report back to the Board.

1978 Budget

Regular Account

Income		
Membership	$53,750	
Investment	5,400	
Chapter Dues	900	
Reimbursable	200	
Miscellaneous	535	
		$60,785
Expenses		
Occupancy	$ 4,500	
Members over Contract	210	
Personnel	26,000	
Office Supplies	1,250	
Equipment	1,000	
Printing	2,400	
Stationery	800	
Accounting/Consultant	2,700	
Staff Travel	1,875	
Officer Travel	1,100	
Postage	2,000	
Telephone	475	
Professional Activities		
Publications	6,255	
WCWB	150	
BANA	500	
ICEVH	60	
NAC/ALL	200	
Workshop Expenses	200	
Life Member Reserve Fund	940	
Chapter Rebate	900	
Regional Rebate	6,978	
Reimbursable	200	
Miscellaneous	92	
		$60,785

Publications Account

Income		
Transfer for members	$ 6,255	
Sales and Subscriptions	11,010	
Miscellaneous	150	
		$17,415
Expenses		
Editorial Costs	$ 3,660	
Printing *Fountainhead*	3,840	
Printing *EVH* (Braille & Print)	9,140	
Copyrights	24	
Postage	700	
Miscellaneous	51	
		$17,415

Constitutional Changes: Because the Board recognized that there are some inconsistencies present in the Constitution and By-Laws of the international Association, the regional constitutions and by-laws, and the chapter constitution and by-laws, a special Committee, chaired by Paul Lewis, will review all these documents and report back to the Board. Serving with Mr. Lewis are Andrew Papineau and William English, President of the Association from 1968-70.

Simplification of Dues Structure: As AEVH members know, the current dues structure consists of eight separate categories for individual membership, most of which include more than one job title. As the Association increases its membership, particularly enrolling more paraprofessionals and auxiliary personnel, the structure is becoming more and more cumbersome and confusing. Verna Hart, the Association Secretary-Treasurer, has been directed by the Board to solicit suggestions from all Board Members for possible simplifications in the dues structure. Dr. Hart will report back to the Board in the Spring.

Since changes in the dues structure and any changes in the Constitution and By-Laws require the vote of the membership, we will report more fully on these items after the April Meeting and will also make a report to the members assembled in Dallas in 1978.

1978 CONFERENCE

Budget: In order to balance the budget for the Conference, the Board voted to increase the registration fees for both members and non-members. These increases are reflected below:

Members (Full Conference)	$10 to $12
Non-Members (Full Conference)	15 to 20
Members (Student)	5 to 6
Non-Members (Student)	8 to 10
Members (One Day)	5 to 6
Non-Members (One Day)	8 to 10

AEVH traditionally has tried to operate the Biennial Conferences, including the publication of the *Selected Papers,* on a self-supporting basis. Since high registration fees discourage attendance at meetings, the fees have been kept to a minimum and do not pay for all the expenses of each meeting. To defray these costs, the Association has tried to interest organizations in the field of blindness and companies that provide products used in educating the visually handicapped in renting exhibit space. This year the Board voted to try to increase this revenue by increasing the number of exhibitors and by offering an opportunity for agencies and organizations to list, for a nominal fee, their name and address and particular areas of specialization in the Conference Program. Information is being sent to all potential exhibitors, but if any AEVH member knows of an organization/company which might be interested, please send the name and address to the Central Office.

Program: The Program Committee met following the Board Meeting and finalized plans for the general and concurrent sessions that had been established tentatively through correspondence between the Chairperson James Haralson and his Committee over the summer. The theme of the 54th Biennial Conference is “Let's

Let's Put It All Together

June 25-29, 1978

Sunday, June 25

2:00 – 8:00 P.M.	Registration Desk Open
8:00 – 9:30 P.M.	General Session I Addresses of Welcome Keynote Address
9:30 P.M.	Reception and Opening of Exhibit Area

Monday, June 26

9:00 – 9:45 A.M.	Association Business Meeting I
10:00 – noon	Concurrent Sessions I
1:30 – 3:00 P.M.	Workshop Meetings
3:30 – 5:00 P.M.	Workshop Meetings
7:00 – 8:30 P.M.	Special Interest Group Meetings National Association of Blind Athletics and International Competition Educating Visually Handicapped Children World-Wide Social Workers Interest Session Report of the AEVH Ad Hoc Standards Committee

Tuesday, June 27

9:00 – 9:45 A.M.	General Session II
10:00 – noon	Concurrent Sessions II
1:30 – 3:00 P.M.	Workshop Meetings
3:30 – 5:00 P.M.	Workshop Meetings

Wednesday, June 28

9:00 – 9:45 A.M.	Association Business Meeting II
10:00 – 11:30 A.M.	Workshop Meetings
1:00 – 2:30 P.M.	Workshop Meetings
7:00 – 8:30 P.M.	Special Interest Group Meetings Bilingual Needs Parents Instructional Material Centers Report on the AEVH Certification/ Standards for Paraprofessionals

Thursday, June 29

9:00 – 9:45	General Session III
10:00 – noon	Concurrent Sessions III

Put It All Together!" The concurrent sessions, which have always reflected the wide diversity of interests in our field, have been chosen so that anyone in the field—teacher, administrator, student, paraprofessional—can come home from this professional meeting with new ideas, concrete suggestions, and practical know-how. While we have not yet finalized the meeting times for the concurrent sessions, the topics will include:

The Individual Educational Plan
  and PL 94-142
Beyond the 3 R's for High School
  Students
Developing Social and Recreational
  Skills
Career Education
From Cradle to Dot
Cognitive Development
Educating Grades 1-6
Deaf-Blind and Multi-Handicapped
Papers Presented by AEVH
  Members

We will have a complete program in the Spring issue of *FH*, but we did want to give you this advance notice of the great things to come next summer!

In addition to the general, concurrent, and workshop sessions, AEVH has always held special interest sessions in the evenings which enable members with particular concerns to meet with others of like mind. In the following schedule of the meeting, we have indicated the special interest sessions that are currently being planned.

STANDING COMMITTEES

Certification Committee: As reported in the Fall issue of *FH*, the Chair of the Committee, William T. Heisler, surveyed the residential and day school programs this summer to see if AEVH should consider developing standards and a certification service for paraprofessionals. Mr. Heisler met with interested individuals in Louisville prior to the Annual Meeting of the Board. In reporting to the Board, he indicated that, of the school administrators responding to the question, "Please indicate how the development of AEVH Certification Standards for [teacher, child care and/or houseparent] aides might help you in the recruiting and financing of this group of workers," the following responses were tabulated:

Child Care/Houseparent Aides	
In favor of developing standards	16
Not in favor of developing standards	3
Teacher Aides	
In favor of developing standards	12
Not in favor of developing standards	6
Not sure	2

The Board, based on Mr. Heisler's report, unanimously voted to allocate $1,500 to the Certification Committee to defray the costs of developing certification standards for paraprofessionals. It further recommended that the Committee meet in the Spring and requested that it prepare information to present at the 1978 Conference in Dallas.

If you are interested in submitting input to this group or would like additional information about what it is doing, please address your correspondence to Mr. Heisler at the Central Office.

Legislative Committee: As reported in the Fall issue, Chair D. Gary Coker has been working to determine the responsibility and duties of the Committee. He reported to the Board on his actions to date and the steps he has taken to develop this relatively inactive group into an active working body. Mr. Coker submitted the following report of the survey he made this summer:

> The latter portion of July, we sent to all superintendents of residential schools for the blind and directors of public school programs for the visually handicapped, a questionnaire that Dr. Martin LaVor, Federal Committee on Education and Labor, had disseminated to various organizations and interested personnel.
>
> This process produced a remarkable concurrence between the various disciplines within special education.
>
> On September 1, 1977, Dr. LaVor submitted a lengthy study of PL 89-313. Within that study, our concerns were adequately pointed out.
>
> It is impossible to condense that report (52 pages) to this area, however, broad generalizations made from your concerns were:
>
> 1. Keep funding for 89-313 and 94-142 separate
> 2. The abolishment of PL 89-313 would have profound effects upon education of blind children in areas such as speech therapy, orientation and mobility, occupational therapy, and programs of experiential education.
> 3. Extreme problems are experienced in administering programs primarily due to late dates in receiving funds and state guidelines that slow the delivery of services.
>
> Each respondent's concerns were submitted to Dr. LaVor. Your efforts in supplying the needed information assured us that our collective voice would be heard.
>
> Thank you.

DEAF-BLIND

First International Conference of Deaf-Blindness: The historic first

Helen Keller World Conference on Services to Deaf-Blind Youths and Adults was held in New York City in September 1977. Sponsored by the Committee on Services to Deaf-Blind Youths and Adults of the World Council for the Welfare of the Blind (WCWB) and the Helen Keller National Center for Deaf-Blind Youths and Adults of Sands Point, N.Y., the thirty-nation conference set goals and considered ways and means to help deaf-blind persons become active, fully participating members of their communities. One of the immediate outcomes of the Conference was the unanimous approval of a Declaration of Rights of Deaf-Blind Persons that will be circulated around the world and introduced at the United National General Assembly. Copies of this Declaration are available from the AEVH Central Office upon request.

Teacher Input: A recent issue of *Children of the Silent Night* (a Newsletter published in the interest of deaf-blind children by the Perkins School for the Blind, Watertown, Mass. 02172) indicated that, as a teacher of deaf-blind children, you can help other teachers by contributing information to a proposed publication, *Teacher Activities in the Area of Vision Functioning*, to be published by the South Atlantic Regional Center. For additional information, contact Jane W. Tanana, Assistant Coordinator, South Atlantic Regional Center for Services to Deaf-Blind Children, N.C. Dept. of Public Instruction, Raleigh, N.C. 27611.

The National Advocate for Deaf-Blind Children published three times a year by the Mountain Plains Regional Center for Services to Deaf-Blind Children, 165 Cook Street, Suite 304, Denver, Colo. 80206, recently published an article by Lawrence F. Campbell, a former Director of the AEVH Board. Until December, Dr. Campbell was the Program Coordinator of Boston College's Field-Based Program in Deaf/Blind Multihandicapped Education. This article gives a brief description of the background of the history of education of deaf/blind children in the United States and describes the teacher preparation program at Boston College. Dr. Campbell indicates "From its modest beginnings in 1955, the Deaf/Blind Multihandicapped Program has evolved into a significant nationally field-based personnel preparation program. Our hopes and efforts are directed at continuing this proud history in preparing personnel who are truly responsive to the needs of our deaf/blind, multihandicapped children."

CAREER INFORMATION

A Self-Directed Career Planning Program: The USOE Office of Career Education has awarded the Florida State University College of Education, in conjunction with the Curricular Career Information Service, a one-year grant to increase the career planning options and opportunities for the visually handicapped. The purpose of the project is to demonstrate, through materials development and evaluation, one of the most effective methods and techniques for the career education of the visually handicapped. The specific methods and techniques involve adaptations of self-directed approaches to career planning which have been used successfully with sighted college students. In addition, materials and procedures responsive to the unique career planning needs of the visually handicapped will be developed and evaluated. All materials should be completed and pilot tested by April 1978 and off-campus field testing will begin in May 1978. A final report will be ready for dissemination by September 1978. If you would like additional information, or would like your name added to the mailing list for this project, contact: Florida State University, CCIS-Grant Project, 114 Bryan Hall, Tallahassee, Fla. 32306.

Career Education Materials for Teachers and Students: The Northwest Regional Educational Laboratory has published a collection of experience-based learning materials to assist teachers and students in expanding learning opportunities into the community. The five publications, which have been tested in 40 states over a six-year development period, are: *Experience-Based Learning: How to Make the Community Your Classroom; The Community Resource Person's Guide for Experience-Based Learning; Student Record of Community Exploration; Student Guide to Writing a Journal;* and *Student Competencies Guide: Survival Skills for a Changing World.* For additional information contact: Office of Marketing, Department E, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Ore. 97204.

MEETINGS/CONFERENCES

Gelene Kozlowski submitted the following report of the National Association of Vision Program Consultants. We hope to keep you up to date on the activities of NAVPC through continuing articles in *FH*.

In the interests of creating an association of professionals involved in administering and standardizing statewide screening programs, the National Association of Vision Program Consultants was formed. In existence a little over one year, the NAVPC sponsored its first Conference August 7-9 in conjunction with the Ohio Department of Health. Richard Bunner, Vision Supervisor with the Department of Health, Vice-President of NAVPC, and former teacher of the visually handicapped in the St. Louis, Mo., County Schools, was Program Chairperson. Mr. Bunner, who has a graduate degree in education for the blind and partially seeing from Ohio State University, three years' experience as a teacher, and eight years' experience with vision conservation and the administration of eye clinics in Ohio, was well qualified to plan the program. He recognized the need for increased avenues of communication between education and health personnel and tried to meet this need through his choice of Conference speakers.

The Keynote Speaker, David W. Davidson, O.D., M.D., from the staff of the University of Alabama, spoke of the future of vision screening. Neal J. Bailey, O.D., Ph.D., from Ohio State University, delivered a clear and concise explanation of the basics of optics and optical corrections, an area that teachers of the partially sighted would have found enlightening since it is a pre-requisite for understanding low vision and low vision aids.

Pertaining directly to the relationship of education and sight, James Beiber, O.D., talked about vision and learning, describing some of the physiological eye problems that can affect the ability to read print. He maintained that, basically, education is a function of educators; refractions and lens corrections and eye examinations are a function of optometrists. He pointed out the interdependency of vision and learning and the difference between sight and perception. Gary Rogers, M.D., a pediatric ophthalmologist from Columbus, closed the first day's session with a talk on visual development and ocular muscle problems in children. Strabismus or an extraocular muscle imbalance is a major cause of amblyopia. All vision screening programs are concerned with amblyopia detection and prevention.

Richard Simmons, M.D., a pediatric ophthalomogist on the staff at Ohio State University, explained myopia and its detection, treatment, and control. Myopia is the most common refractive error and the one that increases as the child grows. Dr. Simmons has spent 10 years experimenting with various methods of controlling this refractive error and explained several approaches centered around individual differences in children.

"Ocular Injuries and Emergency First Aid for School Children" was the topic of ophthalmologist Jack Dingle's presentation. The condition of the eye and degree of sight saved when an ocular injury has occurred depends almost entirely upon the initial decision about what to do. Dr. Dingle delivered a superb talk dealing with procedures, results, and prevention.

To close, in step with early identification trends, George Kording shared the Illinois Department of Health's "New Techniques in Screening the Young Child."

Information about obtaining copies of these presentations is available from Richard Bunner, in care of the Ohio Department of Health, 450 East Town St., Columbus, Ohio 43216. The NAVPC invites all interested professionals to become aware of and profit from our efforts toward sharing vision-related information.

INTERNATIONAL NEWS

International Rehabilitation – Special Education Network (IRSEN): The IRSEN was established in 1973 with Michigan State University as the Secretariat. At present the Network is composed of eight regions: Africa, Asia, Eastern Europe, Western Europe, Latin America, the Middle East, North America, and the Pacific. A primary objective of IRSEN is to promote a mutually beneficial relationship among existing United States domestic and international universities and agencies associated with rehabilitation and special education through the utilization of information, research, and training. It is registered in Belgium as an international corporate body and is funded, in part, by a grant from the Rehabilitation Services Administration, Office of Human Development, Department of Health, Education and Welfare. In addition to group memberships from academic institutions, clinics, and hospitals, individual memberships are also available. For more information contact: Dr. John E. Jordan, Director, IRSEN, D-201 West Fee Hall, Michigan State University, East Lansing, Mich. 48824.

ICEVH: In August 1977 delegates from 78 countries met in Paris, France, for the Quinquennial Meeting of the International Council for Education of the Visually Handicapped (ICEVH).

Meeting in the United Nations Educational Scientific Cultural Organization (UNESCO) Building, these delegates embarked upon a theme designed to assist developing and developed countries in adapting programs to meet individual differences of visually handicapped children and youth. A representative from the United States, Stan Bourgeault, presented the keynote address and set the tone for the Conference. Dr. Bourgeault reminded us that each day 400 additional blind children are born in the world. In order to meet the needs of these children, as well as those of other children with visual handicaps, alternatives to existing programs must be developed. These alternatives must include enlargement of our foundation so that educational experiences are structured at an earlier age, and involvement of parents in this process. Our mechanism must be designed using a systems approach that allows maximum individualization.

As the challenges were set forth in seven different languages, the Conference then addressed the major issue of education of visually handicapped children as it exists in the various countries. Although a common thread throughout the sessions was individualization, it was obvious from the stages of development of programs within each country that priorities were quite different. For example, one representative indicated that a major concern was that children received proper diets each day whereas another country was trying to determine technology related to adaptation of reading machines.

The general sessions of the meetings covered Personal Efficiency, Visual Efficiency, National Planning Use of All Resources, Meeting Individual Needs of Visually Handicapped Children, and Adolescents Today and Tomorrow. In addition to the general sessions, two days were spent in small group sessions. These sessions allowed individuals the opportunity to discuss specific points concerning a particular philosophy or program.

After attending a Conference the magnitude of ICEVH, one comes away with the impression that education for blind children can be compared to the wheel with many spokes. Some countries have taken several approaches in the education of their children. When this is true, individual needs are being met to the maximum extent possible. For the countries that have only one approach, or one that is considered better than the others, like the wheel, there are missing spokes. The direction and purposes seem unclear and individual needs leave a lot to be desired. If the needs of visually handicapped children are to be met, the following must be given utmost consideration:

1. We must become child-oriented and avoid being program-oriented.
2. Parents must be encouraged to play a larger role in the education of their children.
3. No single educational approach is best.
4. Countries should give emphasis to students enrolled in existing programs as well as to those not yet served.
5. Since there are unique needs associated with blindness, education of visually handicapped children requires disciplines not found in general education.

The United Nations has declared 1979 the year of the child. Let's hope that every year is the year of the child.

D. Gary Coker
Andrew S. Papineau

Note: Mr. Coker and Mr. Papineau were two of the six AEVH delegates to the ICEVH meetings. The above is their report of the meetings.

UNITED STATES ASSOCIATION FOR BLIND ATHLETES

With slightly over 200 entries representing 24 states, the United States Association for Blind Athletes (USABA) sponsored its first National Championships in swimming, track and field, and wrestling March 30-April 2 at Western Illinois University in Macomb.

In listening to various competitors express their feelings, it was obvious how much the competition meant to each individual. "As soon as I found out about the competition I began training," said Cheryl Alexander of Lancaster, Pennsylvania. She works at the Center for the Blind and started her training by running back and forth to work. "I don't know if I'll win," she said before her entrance in the 60 and 800 meter runs, "I'm just glad to have the opportunity."

Michael Garrett of Houston, Texas, expressed many of the competitors' thoughts when he stated, "We, as blind and partially sighted individuals, are somewhat limited in our athletic endeavors. Most youngsters with athletic ability grow up with ambitions of becoming an All-American football player or a major league baseball player. But we have had to channel our talents in other directions and, until now, we have had to sacrifice the opportunity to compete nationally and possibly achieve some national recognition. With this in mind, it appears to me that USABA can fill a void in the lives of hundreds of blind people and I feel we are indebted to its founders and to those who have made these competitions possible."

At the moment USABA has three great needs: manpower, money, and ideas. Every member of AEVH can make a significant contribution to potential athletes who are visually impaired by identifying them, encouraging them to join USABA, helping to provide the climate locally for the athletes to receive coaching and the facilities for training, supporting an individual and/or helping a group of athletes raise the funds to attend the next National Championships, and, if interested, serving upon one of the several committees of USABA. The President-Elect of AEVH, James Haralson, has given his support by serving on the Advisory Committee.

The second annual USABA National Championships will be held at Western Illinois University March 29-April 1, 1978; the 1979 Championships will be held on the west coast.

At the awards dinner on April 2, gold medalist in the 60 meter dash, Janeece Ross of Queen Anne High School in Seattle, Washington, told the gathering, "Thank you for making us feel like athletes and not like blind athletes."

If you are interested in knowing more about USABA or the National Championships or in becoming actively involved in the Association, please contact: David P. Beaver, Chairperson, USABA National Sports Development Committee, Western Illinois University, College of Health, Physical Education and Recreation, Macomb, IL 61445.

David P. Beavers

BITS AND PIECES

For Students: The Braille Institute of America has announced the publication of *Expectations, 1977,* the annual braille anthology of current children's literature. This publication is available free to any blind American child in grades 3-6. It contains eight complete books, chapters from three other books, four embossed pictures, and a page of microfragrance labels. For more information, contact: Betty Kalagian, Braille Institute of America, 741 North Vermont Ave., Los Angeles, Cal. 90029.

The October issue of *The Braille Forum* carried a notice to all high school seniors and college students concerning membership in the National Alliance of Blind Students (NABS), an affiliate of the American Council of the Blind. Through a bimonthly newsletter and an annual meeting, this organization provides a forum for discussion of the special problems encountered by blind students. For more information, contact: Eugene Lozano, Jr., President, NABS, 1211 Connecticut Ave., N.W., Suite 506, Washington, D.C. 20036.

For Parents: The Bureau for Program Development of the New York State Education Department has announced the publication of two informational pieces for parents. *Does Your Child Need Special Help in School* is a flyer for parents of children who may require special education or who have been identified as handicapped and in need of special education. *Your Child's Right to an Education* is a comprehensive handbook for parents of children who require special education. While the information we have does not indicate that either of these are specifically related to visually handicapped children, they may still be of interest to parents and to those who work with parents. Limited supply. Contact: The Bureau of Program Development, 55 Elk St., Room 117, Albany, N.Y. 12234.

Address Change: We have been asked by the National Braille Association to inform our membership of the following two *new* addresses:

National Braille Association
65A Godwin Ave.
Midland Park, N.J. 07432

NBA Braille Book Bank
422 South Clinton Ave.
Rochester, N.Y. 14620

As many of you may know, the office and shop facilities of Science for the Blind Products were totally destroyed by fire last Spring. They are interested in trying to locate customers and correspondents so, if you dealt with them in the past or would be interested in being placed on their mailing list, please contact: Science for the Blind Products, P.O. Box 120, Bala-Cynwyd, Pa. 19004.

Help Needed: We have tried in the past to list requests for materials from organizations and individuals in other countries who do not have access to the brailled materials and equipment and supplies that we have in the United States. A recent request from Deborah Kent states:

> . . . I am beginning a program of education and rehabilitation for blind children and adults in the town of San Miguel de Allende, Mexico. Already we have located four totally blind children and three children with low vision, as well as two blind adults, nearly all of whom have had no previous services of any kind.
>
> At this point, we are desperately in need of braille and large type books in Spanish, as well as other forms of educational materials such as mathematical aids and raised maps.

If you and your students would be interested in helping Ms. Kent, and, perhaps in establishing pen pal relationships with her students, please contact her directly: Deborah Kent, Casa Maxwell, Canal 14, San Miguel de Allende, Guanajuato, Mexico.

Optacon: Grace D. Napier of the University of Northern Colorado Department of Communication Disorders has sent us a brief report of UNC's participation in the Optacon Dissemination Program. The report describes the role that the University has taken in this special program which now involves twenty universities which offer teacher education for children with visual impairments. UNC has run a series of workshops for teachers interested in teaching the Optacon and plans additional workshops in 1978. Contact the AEVH Central Office for a copy of the full report.

Nature Project: Linda Almasy has sent us information about a project sponsored by the Litchfield Hills Audubon Society in conjunction with the White Memorial Foundation and The Lighthouse for the Blind in New York which enabled visually handicapped New Yorkers to visit the nature trails in White's Woods in Connecticut and to participate in a series of "hands on" nature experiences. Ms. Almasy indicates that "It is hoped that this project will inspire other organizations and agencies to coordinate efforts with civic and community groups to seek out nature centers in their areas and to tailor nature programs to meet the needs of their handicapped populations." While this report is of a group of adults from the Lighthouse, it could easily be adapted for children of all ages. For a copy of her article, please contact the AEVH Central Office.

PUBLICATIONS

Early Childhood: Although legislation, and therefore funding, supporting educational efforts with very young handicapped children is relatively recent, David Warren clearly shows that studies of young blind children are far from new. As he so effectively states, his "goal is to provide a review of the available knowledge about the effects of visual impairment on child development, encompassing most of the areas that would ordinarily be considered in a text on child development: motor and locomotor development, perceptual development, language and cognitive development, social, emotional, and personality development." To chapters on each of those topics, he adds a chapter which very efficiently summarizes, for each topical area, just what really is known and what obviously needs further study. One cannot read this chapter without seeing the potential for many, many doctoral dissertations and one hopes that larger, more richly funded studies may be made in some areas. For example, he states that the discrimination of texture should not be studied in isolation. "It should be studied along with the role of perception, map reading, and pattern identification. The simple discriminative abilities are of little use in isolation, but they are critical to many more complex skills which blind children must use every day."

Finally, Dr. Warren evaluates the quality of the research on which he has reported—and he finds it frequently wanting. Much effort has gone into the research, but the results are often of doubtful value. One major reason for this is that the research models, borrowed with little modification from research with sighted children, are often poorly suited to the population of blind children because they form at once a very small group and a very heterogeneous group. A second reason for results of doubtful value lies in various methodological weaknesses, some of which he discusses in detail. He offers suggestions to those planning future research and adds motivation by saying: "Good research is difficult to do, but bad research is not worth doing at all."

Warren, David H. *Blindness and Early Childhood Development.* New York: American Foundation for the Blind, 1977, 308 pp., $5.75.

Towards Integration: This delightful British book is far more rewarding and far more interesting reading than its somewhat prosaic subtitle suggests: "A study of blind and partially sighted children in ordinary schools."

The first section, predictably, presents basic background information about blindness and the study here reported. Various plans for integration are then described and discussed against the backdrop of special education generally. A very interesting section presents rather lengthy case histories of individual children who are integrated, bringing the discussion out of theory and into the lives of the children, their families, and their teachers. Issues centering in the schools and in the homes are separately reviewed to focus on the conditions and factors which contribute to successful coping by the child with regular school life. Major conclusions and concerns related to educational policy close the book.

The authors confess that, at the beginning of their study, they had not bargained on the full complexity of the issues involved. "The integration debate represents a tangled configuration of related arguments that draw together questions about virtually every aspect of how visually impaired children should be educated." Emotions rise with the threat to special schools which is presented by any move toward integration, but the authors point out that any decision to extend, or not to extend, integration has to be based on practical considerations as well as on philosophy, and integration is not a single system but a movement characterized by alternative routes toward a common, but imprecisely defined, goal.

Jamieson, M.; Parlett, M.; & Pocklington, K. *Towards Integration: A study of blind and partially sighted children in ordinary schools.* A Report of the National Foundation for Educational Research in England and Wales. Atlantic Highlands, N.J.: Humanities Press, Inc., 1977, $12.50.

Two for Mobility: Although two publications are reported here, one is, in fact, a separate printing of one section of the other.

In *Orientation and Mobility Techniques* the authors have provided a very complete guide to the procedures and techniques used in orientation and mobility training. As might be true for any good handbook, the first chapter defines the field and certain key components of orientation, such as clues, landmarks, indoor and outdoor numbering systems, and compass directions. Especially useful to the logical thinker (and helpful in training every traveler to become a logical thinker), are sections which explain the principles on which each of these components of travel are based. All this is made eminently practical by a section on teaching and testing for each component, including games that will help this teaching.

The book then provides highly detailed chapters on use of the sighted guide, self-protection, cane skills, and outdoor travel in residential and commercial areas. Although it is specifically stated that this is not a how-to manual for untrained persons, its great detail and clear sequencing of activities should make it very easy to use. Each section includes "general observations" which integrate and enrich the listed step-by-step procedures.

At the end of the book are several appendices, one of which has been separately published under the title: *Travel in Adverse Weather Conditions.* The authors state one basic principle: "that the best preparation for traveling in adverse weather is good and thorough preparation for traveling in general." They then suggest ways to deal with the special difficulties presented by bad weather, including not just the environmental problems with which all travelers must deal, but the cognitive, sensory, psychological, and social problems which may be special to blindness. Even physical problems may arise since the travel will be more tiring, it is difficult to maintain balance in icy conditions, and more concentration is required to respond to reduced or altered clues. This separate publication is enhanced by pictures.

Hill, Everett, & Ponder, Purvis. *Orientation and mobility techniques.* New York, American Foundation for the Blind, 1976, iv + 115 pp., $4.50.

Welsh, Richard L., & Wiener, William. *Travel in adverse weather conditions.* New York, American Foundation for the Blind, 1976, iv + 20 pp., $2.00.

Visual Impairment and Education: The structure and function of the eye, a required but often complex and difficult course in teacher preparation, should seem far easier to understand with the aid of this book.

With the aid of some interesting diagrams, Harley and Lawrence make clear not only how the eye is constructed but how its many parts interplay in effective function. Then the possible defects of each part of the eye are described and the more frequent diseases, both external and internal. With medical terminology either limited or defined, it becomes much easier to understand how we see and, more importantly, why our students often see very poorly.

An excellent chapter on vision screening discusses various tests and how they are used. The teacher will be interested in a chapter on how changes in the learning environment may help the child see better and in the many kinds of optical aids which help some children. A chapter on educational implications of eye conditions also provides practical suggestions for the teacher's handling of children with varying eye difficulties. Visual training programs are described and sources of educational materials are listed.

Harley, Randall K., & Lawrence, G. Allen. *Visual Impairment in the Schools.* Springfield, Ill.: Charles C Thomas, 1977, 153 pp., $10.75.

For Primary Students: The National Association for Visually Handicapped has announced the availability of a series of books, in full color, about partially seeing children. *Monocular Mac* and *Bennie,* appropriate through fourth grade, are now available. Individual requests from educators, librarians, and other low vision professionals for one free sample copy, in black and white, are now being filled. The series, in full color, will be available for $1 per title for each copy.

Corn, Anne L. Diane Dawson, Illus. *Monocular Mac, Bennie.* New York: NAVH, 1977.

New Optacon Materials: The result of an HEW project, this loose-leaf book presents a whole-word approach for primary level Optacon students. The vocabulary and lesson structure are coordinated with a familiar basic reading program published by Harper and Row and thus uses content with proven success in general reading training. This is definitely a book to be used in the day-to-day training of children, not a book about the Optacon.

Canfield, Marion, and Optacon Project Staff. *Optacon Instructional Materials: Primary Level; A Whole-Word Approach to Beginning Reading.* American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302

New from NCEMMH: The first *National Catalog of Films in Special Education* is an annotated bibliographic list of more than 700 films about teaching children with handicaps. Films from about 250 distributors are included, and they are indexed under about 200 subject headings. Under "Blind" 28 films are listed. Obviously, many titles not specific to blindness might be useful to the educator, and the annotations make the list especially valuable. A free copy may be obtained by writing the address below.

A third edition of the *Publisher Source Directory,* new and updated, is also available. This would be used chiefly by persons responsible for ordering instructional materials since it is simply a listing of the publishers or producers of books, instructional aids, equipment, games, etc. Under each producer's name and address are code numbers showing the types of materials produced. It would then be necessary to write to that publisher/producer for a catalogue. The price of this book is $4.

For further information write to National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210.

Mary K. Bauman
Reviewer

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

(Required by 39 U.S.C. 3685)

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FOUNTAINHEAD

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Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead.* The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5″ x 4″ (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: A view of the skyline and Convention Center in Dallas, Texas. Join us June 25-29, 1978, for our 54th Biennial Conference so that you, too, can see the sights of Dallas!

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AEVH NEWS

Officers for 1978-80: The Nominating Committee has announced that the slate for the election of the Association Officers for the 1978-80 Biennium is now complete. Running for office are:

President-Elect

David P. Dorr	Maine
Richard G. Umsted	Illinois

First Vice-President

Richard M. DeMott	Iowa
Andrew S. Papineau	Wisconsin

Second Vice-President

Ron Darcy	Montana
Paul J. Lewis	Florida

Secretary-Treasurer

Nan C. Dempsey	New Jersey
Verna Hart	Pennsylvania

In mid-March the nominees had an opportunity to communicate with AEVH members when personal statements of each candidate were mailed from Philadelphia. On April 1 the slate, along with biographical information for each candidate, will be mailed to the voting membership.

This mailing will also include slates for the regional boards—chairpersons-elect, secretary-treasurers, and directors (a different ballot for each region) —and biographical data for each candidate. The deadline for return of both ballots is May 1.

Become involved in your Association! Read the candidates' statements and review carefully the biographical data. The direction that AEVH takes on the regional and international levels in the next biennium depends, to a great extent, on its elected officers. Through the mail-balloting procedure you have a vote in the future of AEVH. Take advantage of it!

The newly elected Officers will be installed on June 28 at the Second Business Meeting at the Biennial Conference when the Association President William McConnell turns over the Assocation gavel to our current President-Elect James E. Haralson. In the same ceremony the directors, one appointed by each of the six AEVH regions, will assume their offices. Come to Dallas and join us in the installation!

Dallas, June 25-29: The 54th Biennial Conference of AEVH, "Let's Put It All Together," will be held at the Dallas Hilton. You should already have received a preliminary copy of the Conference Program along with the pre-registration materials and a hotel card for your use in making your reservations at the Hilton. In case you did not receive this mailing, we have reprinted the preliminary program in this issue of *FH*. If you would like additional sets of pre-registration materials for co-workers who are not current members, please let us know. We will be glad to send both Conference information and membership materials.

We are very excited that, through the efforts of Janie Fox Jones, the AEVH Second Vice-President, we have been able to arrange to have Dale BeBee, the Executive Director of Advocacy Incorporated in Austin, speak to parents during a specially scheduled session on Monday afternoon, June 26. Ms. BeBee is an attorney who, according to Ms. Jones, "is experienced in relating with parents of handicapped children, knows PL 94-142 intimately, and can absolutely flood a room with her intelligence and charm!" Ms. BeBee will be a participant on a panel on Monday morning entitled *Public Law 94-142: One Year Later.* We are sure that this dual presentation will be of interest to many parents as well as to the AEVH membership and urge all of you to share this information. While we will be doing a mailing to parents' groups, sometimes informal word-of-mouth communication is a much more reliable means of sharing information!

Another first for the AEVH Conference is a Special Interest Session on the *Bilingual Needs of the Visually Handicapped*. Georgia Meyers, a teacher at the Texas School for the Blind, has made arrangements with Dr. Victor Cruz Aedo, the Educational Program Director of the Bilingual Department, Texas Education Agency, to discuss the difficulties encountered in educating children for whom English is not the primary language. Ms. Meyers has also been in contact with David Neill, the newly appointed Superintendent of the W. Ross Macdonald School in Brantford, Ontario, to try to involve some of our Canadian members in the session. We are hoping, therefore, to have participation from our southernmost and northernmost areas.

Let's Put It All Together

Sunday, June 25

2:00 PM Registration desk opens

8:00 PM General Session I
Chaired by: William J. McConnell, President, AEVH, 1976-78
Invocation: The Reverend Robert L. Rome, Munger Avenue Baptist Church, Dallas, Texas
Keynote Address: The Honorable Bill Clinton, Attorney General of the State of Arkansas

9:30 PM Reception and Formal Opening of the Exhibit Area

Monday, June 26

9:00 AM Association Business Meeting I
Chaired by: William J. McConnell, President, AEVH, 1976-78
Speaker: Tom Morrison, Executive Director, Dallas County Cerebral Palsy, Dallas, Texas

10:00 AM Concurrent Sessions I

A. *Public Law 94-142: One Year Later*
Chaired by: Charles B. Boyer, Principal, West Virginia School for the Deaf and Blind, Romney
Panel: Dale BeBee, Attorney and Executive Director, Advocacy Incorporated, Austin, Texas
Andrew Papineau, State Consultant for the Visually Impaired, Madison, Wisconsin
Richard Hyer, Superintendent, Georgia Academy for the Blind, Macon
Richard Champion, Ph.D., Bureau for the Handicapped, Washington, D.C.

B. *Developing Quality Physical Education, Recreational, and Social Skills Programs in the Residential and the Mainstream*
Chaired by: Judy Whyte, Physical Education Teacher, Indiana School for the Blind, Indianapolis; and 1976 Olympic Coach for the Handicapped
Panel: "Recreation as Therapy," Ron Gacsko, Recreational Therapist/Teacher, Cincinnati, Ohio
"Social Skills for the Blind," Mae Davidow, Ed.D., Retired Teacher, Overbrook School for the Blind; and Author, Philadelphia, Pennsylvania
"Mainstreaming Physical Education," Charles Buell, Ed.D., Retired Physical Education Teacher, Lecturer, and Author, San Juan Capistrano, California

10:00 AM Concurrent Sessions I (cont.)

C. *Putting It All Together in Educating the Visually Handicapped in Grades 1 through 6*

Chaired by: Rosemary O'Brien, Ph.D., Supervisor, Vision Services, Montgomery County Public Schools, Bethesda, Maryland

Panel: "A New Approach to Teaching Braille Reading," Hilda Caton, Ed.D., Assistant Professor of Visually Impaired Program, University of Louisville, Kentucky; and Eddy Jo Bradley, Former Directing Editor, Harper and Row Publishers; Present, Director, Educational Braille Project, University of Louisville

"Science Activities for the Visually Impaired," Herbert Thier, Ph.D., Lawrence Hall of Science, University of California, Berkeley

1:30 PM Parents Group Meeting

Parents' Rights in the Education of Their Child, Dale BeBee, Executive Director, Advocacy Incorporated, Austin, Texas

(Parents and social workers are urged to attend and to enter into discussion)

1:00 – 3:00 PM Workshops, Group I

3:30 – 5:00 PM Workshops, Group II

7:00 PM Special Meetings I

A. *Report from National Accreditation Council for Revised Standards for Special Schools for the Blind and Preschool Services*

Chaired by: Geraldine T. Scholl, Ph.D.

Panel: Richard Umsted, Ed.D.
Ferne K. Roberts
William J. McConnell
Charles Woodcock

B. *Education of the Visually Handicapped Throughout the World with Explanations on International Council for Education of the Visually Handicapped*

Chaired by: Max Woolly, Past-President, AEVH; and Superintendent, Arkansas School for Blind, Little Rock

C. *Social Workers Rap Session*

Chaired by: Lynn Gordh, Social Worker, Kentucky School for the Blind, Louisville

Tuesday, June 27

9:00 AM General Session II
Chaired by: William J. McConnell, President, AEVH, 1976-78
Speaker: To be announced

10:00 AM Concurrent Sessions II

A. *From Cradle to Dot*
Chaired by: Verna Hart, Ph.D., University of Pittsburgh, Pennsylvania
Panel: "Techniques for Children with Behavioral Feeding Problems," Tom Jones
"Should Commands be Taught by Telegraphic Speech or Well Formed Syntax?," Julie Jones
"Use of the Sonic Guide with Toddlers," Kay Ferrell
"Motor Development in a Residential Setting," Sherrill Butterfield

B. *Mainstreaming the Expressive Arts in a Residential Setting*
Chaired by: Jean Reed, English, Journalism, and Speech Teacher, Indiana School for the Blind, Indianapolis
Panel: "Speech and Forensics Experiences Can Be Mainstreamed," Mary Lou Iverson and Ken Tapp, Teachers and Forensic Coaches, Wisconsin School for the Visually Handicapped, Janesville
"Initiating Art Activities for the Visually Handicapped in the Classroom," Susan Aach, Expressive Arts Specialist, Western Pennsylvania School for Blind Children, Pittsburgh
"Music and Musicals are Fun," Julia Price, Choral Director, Indiana School for the Blind, Indianapolis
"Developing the Visually Handicapped in Journalism," Jean Reed, English, Journalism, and Speech Teacher, Indiana School for the Blind, Indianapolis

C. *Papers by AEVH Members*
Chaired by: Mary Nelle Council, Teacher, Tennessee School for the Blind, Nashville
Papers: "Model Vision Project," Randall Harley, Ph.D., Professor of Special Education, Peabody College, Nashville, Tennessee
"SAVI: Science Activities for the Handicapped," Carl Berger, Director and Ronald Schnur, Associate Director, Midwest Trial Center, University of Michigan, Lansing
"A Demonstration Assessment and Training Program for Low Vision Children with Problems in Learning," Joan Chase, Ed.D., Department of Psychiatry, CMDNJ Rutgers Medical School, New Jersey, and Arlene Gordon, Associate Executive Director, New York Association for the Blind, New York

10:00 AM Concurrent Sessions II-C (cont.)

"Identification and Classification of the Work Performance of Houseparents in Residential Schools for the Visually Handicapped," Janet Simon, Division of Specialized Professional Development, School of Education, University of Pittsburgh, Pennsylvania

"Design for Teacher-Made Kit to Assess Visual Functioning," Ouida Fae Morris, Ph.D., Boston College, Massachusetts

1:30 – 3:00 PM Workshops, Group II

3:30 – 5:00 PM Workshops, Group I

7:00 PM Recreation – To be announced

Wednesday, June 28

9:00 AM Association Business Meeting II
Chaired by: William J. McConnell, President, AEVH 1976-78, and James E. Haralson, President, AEVH, 1978-80

10:00 – 11:30 AM Workshops, Group I

1:00 – 2:30 PM Workshops, Group II

2:30 PM Afternoon free for sight-seeing

7:00 PM Special Meetings II

A. *Presentation and Discussion of United States Association for Blind Athletes and International Competition*
Chaired by: Lou Moneymaker, Vice-President, United States Association for Blind Athletes; and 1976 Olympic Coach, Indiana School for the Blind, Indianapolis

B. *State Instructional Materials Centers for the Visually Impaired: The State of the Art*
Chaired by: Paul Lewis, Florida Instructional Materials Center for the Visually Handicapped, Tallahassee

C. *Bilingual Needs of the Visually Handicapped*
Chaired by: Georgia Meyers, Teacher, Texas School for the Blind, Austin
Speaker: Dr. Victor Crez Aedo, Educational Program Director of the Bilingual Department, Texas Education Agency

Thursday, June 29

9:00 AM General Session III
Chaired by: James Haralson, President, AEVH 1978-80
Speaker: To be announced

10:00 AM Concurrent Sessions III

A. *Process Oriented Teaching Approach to Visually Handicapped Education*
Chaired by: Beth Stephens, Ph.D., Head of Special Education Program, The University of Texas at Dallas
Panel: Joe Hitt, Director, Project PAVE, The University of Texas at Dallas
Carl Grube, Co-Director, Project PAVE, the University of Texas at Dallas

B. *Career Education for the Visually Handicapped*
Chaired by: Charles R. Young, Secondary Principal, Texas School for the Blind, Austin
Panel: "Career Education in Elementary Schools," Edith Gilbert Ethridge, Teacher, Career Education in the Elementary Grades, Jackson School for the Visually Impaired, Washington, D.C.
"Career Education as It Relates to the Multi-Handicapped Blind," Philip Hatlen, Ph.D., Professor of Special Education, San Francisco State University, California
"Career Education in Junior High and Secondary Schools," Leonard Ogburn, Assistant Superintendent, Arkansas School for the Blind, Little Rock
"Ci-Tab Career Material Presentation," Ken Abrams, Coordinator, Special Services, Career Education, Region XIX, Education Services Center, El Paso, Texas

C. *Current Issues in Appraisal Services for Visually Limited Children*
Chaired by Edwin K. Hammer, Ph.D., Director of Education, University Affiliated Center for Developmentally Disabled Children, University of Texas Health Science Center at Dallas
Panel: Judy Burton and Christy Battle, Teachers, Collier Center for Communication Disorders, Dallas, Texas
Rebecca Dubose and Beth Langley, Peabody College, Nashville, Tennessee

CHAPTER NEWS

Florida: Marie K. Kreimer, President of the Chapter, in a recent letter reported:

> . . . the Florida Chapter is actively pursuing legislative goals, and gearing up to hold our "third annual Vision Program Awareness Week." [This event was held January 22-23, 1978.] Legislative issues deal mainly with our funding for local programs, services for pre-schoolers (from birth), and continued support for the residential program (at The Florida School for the Deaf and the Blind in St. Augustine) and the Instructional Materials Center (Tampa). We are doing individual-member lobbying and also participating in a state-wide Coalition for Education of Exceptional Students. In an effort to support our funding requests, we did complete a survey (April, 1977) which explains the role of the teacher in local school programs.
>
> Vision Program Awareness Week is now an on-going activity, set at the Southeast Regional Conference to be the last week of January . . . and also expanded to be a Southeast Regional Event. Suzanne Dalton, President-Elect, is organizing the activity within Florida by sending planning materials to county and residential school contact people. Local members are encouraged to carry out activities highlighting educational programs for visually handicapped individuals during this time and report back to Suzanne. Much favorable publicity for vision programs is generated during this week.

As indicated above, the Chapter surveyed its members to try to determine the ages and types of students served, the types of duties generally included in the school program, and to report time spent in the various duties. The results indicated that teachers in Florida spent 22-1/4 hours per week in instructing and 17-1/2 hours in other student-related responsibilities (preparation, procurement and delivery of materials, travel, contacts with regular school teachers, recordkeeping, community agency contacts, parent contacts, diagnostic testing, screening, following up referrals). Results of the survey were sent to all chapter members in October of 1977. It is hoped that the results of the survey will have a direct impact on the funding formula for visually handicapped students. For more information contact: Marie K. Kreimer, 93 N. Ridgewood, Orlando Beach, FL 32074.

The activities described above, plus the chapter newsletter *Envision,* help to keep the AEVH members in Florida up to date on state-wide activities and to involve them in their profession!

Ohio: In communicating with chapter members, President Katherine Ray reported that the Ohio Chapter's theme for 1978 is "Reassessing Educational Standards." Eileen Luther has accepted the responsibility of editing the chapter newsletter and urges all Ohio members to come up with a unique title for this publication and to submit items of interest. If you live in Ohio and have thoughts to share, please contact: Eileen Luther, 6700 Clover Lane, Apt. 1, Toledo, OH 43613.

Arizona: The first issue of the Arizona Chapter newsletter was mailed in October 1977. President Hugh Pace addressed the members, explaining that the Chapter was formed to enable teachers of the visually handicapped in Arizona to participate actively on the State level. It is hoped that the Chapter will provide people an opportunity to communicate with others who have similar interests.

The newsletter also announced the plans for a workshop on Daily Living Skills for the Visually Handicapped that was held in early February at the University of Arizona. This session carried two units of credit to participants enrolled at the University.

Plans are being made for a workshop on Family Life Education for the Visually Handicapped and Auditorally Handicapped, which will focus on sex and sexuality and is designed primarily for University graduate students in the areas of the visually and auditorally handicapped, but will be open to other participants, space permitting. Additional courses given through the auspices of the University will include Education of the Visually Handicapped and Braille Reading and Writing; more workshops will be planned, depending upon expressed needs.

In the short time the Chapter has been organized, it has demonstrated the benefits that chapters have to the AEVH membership!

Connecticut: William C. Sullivan, the Chair of the Northeast Region, has requested information about the formation of a Connecticut Chapter. He has been sent copies of the Chapter Guidelines and a sample Constitution and Bylaws. If you are interested in supporting a Chapter in this area, please contact him directly: William C. Sullivan, Vermont Association for the Blind, 37 Elmwood St., Burlington, VT 05401.

Alberta: Margaret Hatch, a Consultant for the Visually Impaired for Alberta Education, has requested information about the possibility of starting a chapter in Western Canada. She reports that "The number of teachers of blind and partially sighted children in Western Canada is increasing. Many of these teachers feel isolated from their colleagues due to distance." If you share her feelings and would be interested in forming either a Western Canadian Chapter or a chapter covering the northwest, please let her know: Margaret Hatch, Consultant, Visually Impaired, Alberta Education, Executive Bldg., 10105 – 109 St., Edmonton, Alberta, Canada.

Austin: Lee Robinson, former Membership chairperson for the Western Region, moved to the South Central Region when he assumed the position of Director of Project Foresight. He has indicated that teachers in Austin are interested in forming a chapter. Please contact him directly if you would be interested in working with this nucleus of interested AEVH members: Lee Robinson, Project Director, Project Foresight, 1100 W. 45th St., Austin, TX 78756.

CONFERENCES/MEETINGS

On Visually Handicapped Infants and Preschool Children: A national conference on services to visually handicapped infants and preschool children, sponsored by the American Foundation for the Blind, is being held May 22-25 at the Hotel Leamington in Minneapolis.

Entitled "Help Me Become Everything I Can Be," the conference reflects the continuing commitment of AFB to provide specialized services for visually handicapped infants and preschool children and their families, services which are so important for later educational, psychological, and social development.

In addition, special education laws which mandate the establishment of adequate preschool services in local communities for handicapped children require participation by professionals, such as pediatricians, social workers, and physical therapists, as well as parents of handicapped children in the provision of these services. The conference will help all concerned individuals prepare to meet the needs of these children.

Discussions at the conference will focus on how parents can best help their visually handicapped infants and preschool children; the kind of specialized training needed by teachers and other professional personnel; special programs currently in existence and future program needs; the assessment of the visually handicapped preschool child; and referral services provided by health professionals.

There will also be general sessions and workshops on intervention and remediation; concept, perceptual, motor, language, and social development; visual utilization; self-help; and funding options.

Program models in these areas from across the country will be described, along with exhibits of publications, films, and video tapes and slides.

There is a $10 registration fee (which includes a copy of the publication based on the conference) for persons who wish to attend all three days. Anyone wishing to attend only one day can pay a registration fee of $5 on the day of attendance.

For further information write: Marion V. Wurster, Conference Coordinator, AFB, 15 W. 16th St., N.Y., NY 10011.

On Assessment and Education of the Deaf-Blind Child: The Florida State University is planning to hold a 13-day workshop dealing with the assessment and education of the deaf-blind child on July 5-21. Workshop participants will work initially with Drs. Pearl Tait and Sheldon Maron of the staff at FSU in the selection of deaf-blind children for study. Dr. Jan VanDijk, Institute voor Doven, the Netherlands, will work with the participants from July 10-21.

Participation will be limited to 20 individuals, with preference given to people in key positions who are currently working with the deaf-blind. Stipends of $225 have been requested from the Bureau for the Education for the Handicapped. The Workshop will carry four quarter hours of credit at FSU.

Applications will be available after April 1; awards will be made after May 1. For more information, contact: Dr. Pearl Tait, Visual Disabilities, College of Education, The Florida State University, Tallahassee, FL 32306.

Conference Sponsored by VISERV: Visually Impaired: Services, Educators, Resources, and Volunteers of Colorado Incorporated is sponsoring a conference for educators, rehabilitation personnel, volunteers, parents, and visually impaired individuals in Boulder on May 5 and 6. For details, contact: VISERV, Main P.O. Box 8794, Denver, CO 80201.

COURSES IN THE FIELD OF EDUCATION OF THE VISUALLY HANDICAPPED, DEAF-BLIND, AND MULTIPLY HANDICAPPED

Once again we are making an attempt to list the colleges and universities in the United States that we know offer courses relating to education of the visually handicapped, deaf-blind, and multiply handicapped. Wherever the university has provided the information for us, we indicate whether courses are at the undergraduate or graduate level, whether financial aid is available and the closing dates for applications for financial aid, and the closing registration dates. We also asked colleges and universities to submit a brief description of the special aspects of their program. We have printed the information for the schools that responded to this request. Each listing also provides the name of the person to whom interested students should write for more information.

Colleges are listed alphabetically, by state, with the following code:

*	Traineeships, scholarships or financial aid available
DD	Deadline date for applications for traineeships, scholarships or financial aid indicated

U	Undergraduate
GM	Graduate—Master's level
GD	Graduate—Doctoral level
CRD	Closing date for registration

ALABAMA

Talladega College

Visually Handicapped
Contact: John L. Parrish, Director
Rehab. Services, Ed. Program
Talladega College
Talladega, Ala. 35160
Academic year 1978-79: U*
CRD 8/21/78

Deaf
Contact: John L. Parrish, Director
Same as above
Academic year 1978-79: U*
CRD 8/21/78

ARIZONA

University of Arizona

Visually Handicapped
Contact: Dr. Hugh Pace, Coord.
Area of Visually Handicapped
Dept. of Special Ed., College of Ed.
Un. of Arizona
Tucson, Ariz. 85721
Summer 1978: GM
CRD 8/3/78
Academic year 1978-79:GM*
DD 5/1/78
CRD 8/25/78

CALIFORNIA

California State University, Los Angeles

Visually Handicapped
Contact: Dr. Rose-Marie Swallow, Assoc. Prof.
Dept. of Special Ed.
Calif. State Un., Los Angeles
5151 State Un.
Los Angeles, Ca. 90032
Academic year 1978-79: GM*

Deaf-Blind
Contact: Anne Galloway, Asst. Prof.
Same as above

San Francisco State University

Contact: Philip Hatlen
Prof. of Special Ed.
San Francisco State Un.
1600 Holloway Ave.
San Francisco, Ca. 94132
Summer 1978: GM*
DD 5/15/78
Academic year 1978-79: GM GD*
DD 6/15/78
CRD 5/1/78

Deaf-Blind
Contact: Barbara Franklin
Assoc. Prof. of Special Ed.
Same as above
Academic year 1978-79: GM GD*
DD 6/15/78
CRD 5/1/78

COLORADO

University of Northern Colorado

Visually Handicapped
Visually Handicapped with Orientation and Mobility
Visually Handicapped with Multi-Impaired
Contact: Dean W. Tuttle
Assoc. Prof., Area Coord.
Un. of N. Colo.
Greeley, Colo. 80631
Summer 1978: GM GD
CRD 6/25/78
Academic year 1978-79: GM GD*
DD 5/1/78 and 7/1/78
CRD 9/21/78

FLORIDA

Florida State University, The

Visually Handicapped and Multihandicapped-Blind
Contact: Dr. Gideon R. Jones, Coord., Visual Disabilities
College of Ed., The Fla. State Un.
Tallahassee, Fla. 32306
Summer 1978: U GM GD*
DD 4/15/78
CRD 6/16/78
Academic year 1978-79: U GM GD*
DD 7/1/78
CRD 9/1/78

ILLINOIS

Illinois State University

Visually Handicapped
Contact: Dr. Evelyn Rex, Coord.—VH
Fairchild Hall 109
Dept. of Special Ed.
Ill. State Un.
Normal, Ill. 61761
Summer 1978: U GM GD*
DD 5/1/78
CRD 6/1/78
Academic Year 1978-79: U GM GD*
DD 7/1/78
CRD 8/1/78

The certification program at Illinois State University is a four-semester sequence for undergraduates and three to four semesters for graduate students.

Early semesters develop a philosophical/theoretical base for the education of visually handicapped persons. The program provides comprehensive practicum experiences—twenty-seven weeks full-time off-campus for undergraduates and a minimum of nine weeks for graduate students.

A joint doctoral program with Northern Illinois University is career oriented, providing opportunity to develop competency as a teacher/educator, administrator/supervisor, or researcher/evaluator.

Summer, 1978, will include a two week workshop, *Teaching Blind Children to Read by Optacon.*

Northern Illinois University

Visually Handicapped
Contact: Larry Hapeman, Ph.D., Coord.,
Prog. for Visually Impaired
230 Graham Hall
Northern Ill. Un.
DeKalb, Ill. 60115
Summer 1978: U GM GD*
DD 6/12/78
CRD 6/19/78
Academic year 1978-79: U GM GD*
DD 8/19/78
CRD 8/19/78

The Department of Learning and Development (formerly Special Education) also offers graduate program in Rehabilitation Teaching of the Adult Blind (stipends available). The joint doctoral program with Illinois State University has been approved to begin this year. Summer course offerings permit out-of-state teachers to qualify for certification in their home state in two consecutive summers. Special courses on Low Vision will be offered in cooperation with the Illinois College of Optometry. Courses relating to the graduate program in Visually Impaired-Multiply Handicapped will be available, as well as courses in Severe and Profound, Learning Disabilities, and Behavioral Disorders.

KENTUCKY

University of Louisville

Contact: Dr. Edward Berlá, Coord.,
Vision Impairment Program
Dept. of Special Ed.
School of Ed., Un. of Louisville
Louisville, Ky. 40208
Summer 1978: U GM
CRD First term 5/22/78
Second term 6/26/78
Academic year 1978-79: U GM*
DD 6/1/78
CRD 8/31/78

Also offers Education Specialist degree, one year in addition to Masters. A special Optacon Training Program, limited to 10 people, will be held June 19-30.

MASSACHUSETTS

Boston College

Visually Handicapped
Contact: Dr. Ouida Fae Morris, Coord.
Div. of Special Ed.
Boston College
Chestnut Hill, Mass. 02167
Summer 1978: GM
Academic year 1978-79: GM*

Deaf-Blind
Contact: Coord. Div. of Special Ed.
Same as above
Summer 1978: GM
Academic year 1978-79: GM*
DD 4/15/78
CRD 4/15/78

The Deaf-Blind, Multihandicapped Program is a two-year course of study designed to prepare specialists to work with deaf-blind and other severely multihandicapped children. The course of study combines theory and practicum in an ascending level of sophistication. Students enrolled in the program participate in practical experiences throughout the country and must signify a willingness to relocate outside the Boston area.

MICHIGAN

Eastern Michigan University

Visually Handicapped
Contact: Dr. Larry Geffen, Coord.
Dept. of Special Ed.
Eastern Michigan Un.
Ypsilanti, Mich. 48197
Summer 1978: U GM*
DD 5/1/78
CRD 4/30 and 6/15/78
Academic year 1978-79: U GM*
DD 7/30/78
CRD 9/1/78

Michigan State University

Visually Handicapped
Contact: Mrs. Lou Alonso, Coord.
Prog. for Ed. of Visually Impaired & Deaf-Blind Child.

115-F Erickson Hall
Michigan State Un.
East Lansing, Mich. 48824
Summer 1978: U GM
CRD 4/15/78
Academic year 1978-79: GM*
DD 5/15/78
CRD 5/15/78

Deaf-Blind
Contact: Same as above
Academic year 1978-79: GM*
DD 5/15/78
CRD 5/15/78

Wayne State University, Teacher Education Div., College of Education

Visually Handicapped
Contact: Dr. Kenneth A. Hanninen
Room 275, Ed. Bldg.
Wayne State Un.
Detroit, Mich. 48201
Summer 1978: U GM GD
CRD 6/22/78
Academic year 1978-79: U GM GD
CRD 9/25/78; 1/4 and 3/29/79

Western Michigan University

Visually Handicapped
Contact: Prof. Donald Blasch, Chairman
Col. of Health and Human Services,
Dept. of Blind Rehab.
Western Mich. Un.
Kalamazoo, Mich. 49008
Academic year 1978-79: GM*
DD 5/1/78
CRD 8/27/78

NEW YORK

Dominican College

Visually Handicapped
Contact: Dr. Richard Jackson, Coord.
Visually Handicapped Prog.
Dominican Col.
10 Western Hwy.
Orangeburg, N.Y. 10962
Summer 1978: U*
DD 5/1/78
CRD 5/27/78
Academic year 1978-79: U*
DD 5/1/78
CRD 9/1/78

Dominican College maintains a New York State registered program for the preparation of teachers of the blind and visually impaired. In addition to the competency-based curriculum developed by a national consortium of teacher educators in blindness, students receive instruction in pre-cane orientation and mobility, the teaching of reading with the Optacon, and perception-based strategies for sight utilization. A fully equipped laboratory affords students hands-on experience with variable lighting sources, speech compression equipment, and CCTV magnification systems.

Hunter College

Visually Handicapped
Contact: Ferne K. Roberts or
Rosanne Silberman
Program in Special Ed.
Hunter Col.
466 Lexington Ave.
New York, N.Y. 10017
Academic year 1978-79: GM
CRD 9/1/78

Deaf-Blind and Other Multiply Handicapped
Contact: Rosanne Silberman
Academic year 1978-79: GM*
DD 5/1/78
CRD 9/1/78

The sequence in Deaf-Blind and Other Severely Multiply handicapped is a one year full-time cross-categorical field-based program. Competencies to be developed fall within the major areas of Foundations, Assessment, Curriculum Development, Management Strategies, and Professional Roles of the Teacher. Other special skills include sign language and other forms of non-verbal communications, positioning and handling of the physically impaired, use of adaptive aids, and orientation and mobility for low functioning children.

Teachers College, Columbia University

Visually Handicapped & Deaf-Blind
Contact: Prof. Robert A. Bowers
Box 32, Teachers Col., Columbia Un.
New York, NY 10027
Summer 1978: GM GD*
Academic year 1978-79: GM GD*

OHIO

The Ohio State University, College of Education

Visually Handicapped
Contact: Dr. Gary D. Yarnall, Asst. Prof.
Faculty for Except. Child.
356 Arps Hall
1945 N. High St.
Columbus, Ohio 43210
Summer 1978: GM
CRD 6/21/78
Academic year 1978-79: GM*
DD 6/1/78
CRD 9/20/78 (Au-Su Enrollment)

Deaf-Blind
Contact: Same as above.
Summer 1978: GM
CRD 6/21/78
Academic year 1978-79: GM*
DD 6/1/78
CRD 9/20/78 (Au-Su Enrollment)

Graduate courses in Vision and Deaf-Blind at The Ohio State University are offered through the Program for Low Incidence Handicapped within the Faculty for Exceptional Children. (Other areas of study under Low Incidence are Education of Hearing Impaired and Severely Mentally Retarded Youngsters.) The Assistant Chairperson over the Low Incidence Program is Dr. Patricia Looney. Full-time students in the Program for Low Incidence at OSU enroll for four quarters and take basic courses in five major cores: 1) General Information, 2) Management, 3) Language, 4) Modes of Communication, and 5) Curriculum; plus Supervised Student Teaching and Seminar. During the Winter Quarter session, students in the above areas of concentration take advanced courses in which they *apply* specific knowledge and programming skills to various types of low incidence children through directed field experiences. One strength of this quarter is the seminar that enables students from various teaching areas to meet together and share teaching experiences regarding pupils who are visually, auditorially, mentally, emotionally, and/or multiply handicapped. During Spring and Summer quarters, the students focus on applying knowledges and skills determined essential for working with youngsters in a specific certification area. At the present, the State of Ohio certifies teaching in the areas of Blind/ and Deaf/Hard of Hearing.

OREGON

Portland State University

Visually Handicapped & Deaf - Blind
Contact: Special Ed. Dept.
Portland State Un.
P.O. Box 751
Portland, Ore. 97207
Summer 1978: GM
CRD 6/19/78
Academic year 1978-79: GM*
DD 4/30/78
CRD 9/22/78

PENNSYLVANIA

Kutztown State College

Visually Handicapped
Contact: Dr. Robert Buckalew, Chairman
Dept. of Special Ed.
Kutztown State Col.
Kutztown, Pa. 19530
Summer 1978: U*
DD 4/30/78
CRD 3/1/78
Academic year 1978-79: U*
DD 4/30/78
CRD 6/1/78

The Special Education student in the field of the visually handicapped is required to take a complete sequence of elementary courses. The graduates from the program are able to deal with the atypical pupil from a base of normality. The Special Education graduates, therefore, will have the skills to deal with both the normal and the atypical child.

In the required elementary and general education courses, several have been redesigned to place emphasis on special education. This interdepartmental teamwork, one of the strengths of the program, is unique with Kutztown State College.

Temple University

Visually Handicapped
Contact: Rona Willen Shaw
Dept. of Special Ed., Temple Un.
Broad and Columbia Sts.
Philadelphia, Pa. 19122
Summer 1978: GM GD
CRD SSI: 6/7 & 6/12/78;
SSII: 8/12/78
Academic year 1978-79: GM GD*
DD 4/1/78
CRD 9/1/78

University of Pittsburgh

Visually Handicapped
Contact: Dr. Ralph L. Peabody
Prog. in Special Ed.
Un. of Pittsburgh
Pittsburgh, Pa. 15260
Summer 1978: GM GD*
DD 3/1/78
CRD 6/22/78
Academic year 1978-79: GM GD*
DD 3/1/78
CRD 9/5/78

As a result of receiving a Special Project grant from the U.S.O.E., Bureau for the Education of the Handicapped, a new curriculum has been developed. The Graduate earns the Master of Education degree, and Pennsylvania certification as a teacher of the visually handicapped, K-12. Preparation includes development of competencies as a teacher of academic and orientation and mobility skills, and as a manager of all educationally relevant experiences for visually handicapped children and youth. The course work and practica, including an internship, address the educational needs of children and youth with varying degrees of visual problems and academic potential. Students must complete 14 months of full-time study, earning 53 credits. Entrance into the Master's program is only in the Summer Session (June).

The Doctoral level program includes a basic core of courses as well as an individualized program geared to the student's career goals. Entrance every term.

SOUTH CAROLINA

University of South Carolina

Visually Handicapped
Contact: Dr. Darrel G. Minifie, Coord.
Prog. for Except. Child.
College of Ed., Un. of S.C.
Columbia, S.C. 29208
Summer 1978: Courses only, no degree
Academic year 1978-79: Courses only, no degree

Deaf-Blind
Summer 1978: Courses only, no degree

SOUTH DAKOTA

Northern State College

Visually Handicapped
Contact: Dr. Irwin I. Kuske, Prof., Special Ed.
Box 662, Northern State Col.
Aberdeen, S.D. 57401
Summer 1978: U GM*
DD 5/6/78
CRD 6/6/78
Academic year 1978-79: U GM*
DD 7/24/78
CRD 8/24/78

TENNESSEE

George Peabody College for Teachers

Visually Handicapped
Contact: Dr. Randall K. Harley, Prof.
Box 512, George Peabody Col. for Teachers
Nashville, Tenn. 37203
Summer 1978: U GM GD*
CRD 6/6/78
Academic year 1978-79: U GM GD
DD 4/1/78
CRD 8/31/78

Multiple Handicapped
Contact: Dr. Stanley Bourgeault, Assoc. Prof.
Same as above

TEXAS

University of Houston

Visually Handicapped
Contact: Coord. of Special Ed.
Un. of Houston
3810 Cullen Blvd.
Houston, Tx. 77004

The University of Texas at Austin

Visually Handicapped
Multiply Handicapped
Contact: Dr. Natalie C. Barraga, Coord.
Prog. for Visually Handicapped
Special Ed. Dept.
The Un. of Texas at Austin
Austin, Tex. 78712
Summer 1978: U GM GD*
DD 4/1/78
CRD 3/31/78
Academic year 1978-79: U GM GD*
DD 7/1/78
CRD 7/1/78

Interrelated program options are available at the Masters and Doctoral levels. These include combinations of Visually Handicapped with Early Childhood Education for the Handicapped, Administration, Multi-Handicapped, and Rehabilitation Councelor's Education. Requirements for state certification in Visually Handicapped may be accomplished during both summer and long term sessions.

VIRGINIA

University of Virginia

Visually Handicapped
Contact: Dr. Don L. Walker, Coord.
Visually Impaired Prog.
Dept. of Special Ed. Room 152
Ruffner Bldg., Un. of Va.
Charlottesville, Va. 22903
Summer 1978: GM GD*
DD 5/1/78
CRD 6/14/78
Academic year 1978-79: GM GD*
DD 5/1/78
CRD 9/5/78

The graduate training program in the area of visual impairment at the University of Virginia is now included as a part of the Common Market of the Southern Regional Education Board. This means that students who are residents of approving states in the Southern Region Education Board area may attend the University of Virginia for study in the area of visually impaired, paying the tuition normally charged Virginia residents. States which have approved the program as of December 31, 1976 are: Alabama, Louisiana, Tennessee, South Carolina, and West Virginia; the State of Georgia has approved the program for study at the doctoral level only.

PUBLICATIONS

Libraries for the Blind: Primarily based on research done in 1971 and 1972 towards an M.A. degree, but somewhat updated in 1976, this book describes in some detail just how libraries for the blind are organized, managed, get their books, cassettes, etc. There is a brief discussion of the reading media and a very brief discussion of some of the new technology. The really detailed content relates to the libraries as such.

Some gesture is made toward presenting these facts on a world-wide basis but, in fact, most of the information relates to Great Britain (home of the authors) and United States. The authors admit that they were hampered by the fact that few of the facts they sought appear in the literature and they were therefore dependent upon a few visits and the willingness of libraries in other countries to provide information by mail.

This book would be of interest chiefly to librarians, but there is some doubt whether most of the information is provided in enough depth to be really helpful to a professional. Perhaps the most significant point made is that: "There is an almost unbelievable lack of bibliographic tools specifically designed to assist the librarian serving the blind." A plea is made for an international catalogue so that it could readily be determined whether a title had been brailled or recorded in another country. What the authors seem to overlook is that, except for countries with a common language, knowing what has been produced in another country might be of little help to readers.

Schauder, D.E., & Cram, M.D. *Libraries for the Blind–an International Study.* U.S. Distributor: ISBS, Inc., P.O. Box 555, Forest Grove, OR 97116, Price $19.50.

More About Integration: That integration is currently much on the minds of our fellow professionals in Great Britain may also be guessed by the space given this topic in the major British journal on blindness.

The first of a two-part article appears in the June issue and provides a historical perspective, tracing the beginnings of education for blind children (some of which education was integrated) through the establishment of the early schools for the blind in Great Britain. It is the author's thesis that segregated schooling grew originally out of the need to concentrate blind children in one place because experiments in education were necessary in order to develop the special skills for teaching them. That segregation was, he thinks, furthered by braille and its requirement of such very different reading and writing equipment.

Godfrey, Andrew. Integration in education: A historical perspective by Andrew Godfrey. *The New Beacon,* June 1977, Vol. LXI, pp. 141-144.

Standards: Completely revised standards for Rehabilitation Teaching Services and Function and Structure of agencies and schools for the blind were published September 1, 1977, by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC). The standards were prepared with the assistance and active participation of hundreds of blind and sighted persons in the field and in related fields and reflect the many new developments in government and in the voluntary sector.

Although prepared for the use of agencies and schools that wish to qualify for accreditation, the two publications can also be used by others that wish to study and improve their services. Individual copies of *Rehabilitation Teaching Services* are $1 each and copies of *Function and Structure* are $1.50. They may be ordered from NAC, 79 Madison Ave., New York, NY 10016. Orders of $10 or less must be prepaid.

Hey! What's Cooking? In just 13 precious pages this little mimeo publication provides an immense number of suggestions for making the kitchen an interesting and educational environment for the visually handicapped child. Brief but practical, the authors appeal to the imagination of parents while breaking the stereotypes of limiting the child to "safe" experiences.

After some general guidelines, the suggestions relate to age spans beginning with 0-3 months and ending with ages 12 and up. Parents are urged to keep the visually handicapped child near them as they work in the kitchen, to take the child everywhere with them–to store, church, on visits, to restaurants. Speak to the child about everything around him and make experiences seem pleasant and challenging.

The material is full of helpful hints on teaching, such as not merely teaching that something is cold or hot but, at the same time, teaching *not* cold or *not* hot so that the difference will be established in the child's mind. Even teachers might profit by this simple bit of advice! The authors also emphasize that good habits are a process to be developed over months or years; we must not expect the child to learn on one teaching. "Good habits cannot be forced. A positive approach with praise for each forward step insures pleasant and easy growth."

The child can begin to learn household chores almost as soon as independent movement from room to room is established, and the fun of helping can provide learning certainly by the 3 to 4 year level. By the age of six or seven, the child should experience the satisfaction of doing some household chores with complete independence and responsibility. Doing is learning!

Naughton, Franziska, & Sacks, Sharon. *Hey! What's Cooking? A Kitchen Curriculum for the Parents of Visually Impaired Children.* South Metropolitan Association for Low Incidence Handicapped, 250 West Sibley Blvd., Dolton, P.O. Harvey, IL 60426.

Educators Guide: This is the 24th edition of a guide which formerly appeared under a slightly different title. It lists free (to teachers) audiotapes, videotapes, scripts, and audiodiscs, describing the nature and content of each one, running or performance time, playing speed, and compatibility for videotapes. Not only does the book indicate the distributor of each piece of material, but the terms or conditions of loan or use are listed, and suggestions for using the materials are provided. The body of the catalogue is organized into 17 major curriculum areas, but the book also provides a title index, a subject index, and a source and availability index.

Burger, James L. (Ed.) *Educators Guide to Free Audio and Video Materials.* Randolph, WI (53956): Educators Progress Service, 1977, $10.50.

Suggestions for Teachers: This excellent booklet is designed especially for the regular classroom teacher who has just had a visually handicapped child added to the class group. However, it could be useful to many school personnel and might be especially helpful to physicians who are seeing low vision children since they so often need to know how schools serve such children.

The introduction provides a general discussion of low vision children and of the special teachers who may be available to help, such as the resource room or itinerant teacher. Part I is designed to help teacher and child to be comfortable together: how to handle the child in the room, how to help him get about in the building, and brief descriptions of the many aids he might need. No attempt is made to instruct the teacher in how to use specific aids, such as a braillewriter or a cubarithm slate, but they are briefly described, and the teacher is told how the aid might fit into serving the child. Particularly helpful is a section on how the child may work with printed material, not just in books but on the chalkboard, maps and charts, filmstrips, and various reproduced workbooks or tests. A plea is made for giving the child extra time and/or providing someone to record answers for tests.

Additional assistance is described, such as the typing or special skill training which may be available through a resource or itinerant teacher, or the complex of community services needed by some children.

Of value to every teacher is the section on recognition of possible eye difficulties in children already in the classroom: the physical changes related to eyes or face, the changes in visual behavior, and the irritability or fatigue which may appear in the child's general reactions. Definitions are provided for the more common visual impairments, and a short list of possibly helpful organizations is provided.

Corn, Anne Lesley, & Martinez, Iris. *When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers.* New York: American Foundation for the Blind, 1977. Free in quantities up to 50.

Low Vision: This book will be given limited review here only because it is rather technical and much of the content would actually be used only by the professional who is prescribing low vision care. On the other hand, many educators are showing an increasing interest in low vision aids and there is no doubt that the management of the low vision child lies very largely in the domain of the teacher.

Following basic definitions and descriptions of procedure, the book provides extensive discussions of corrective techniques, low vision aids, and their appropriate use. A section on instructions to the patient may be helpful to teachers and families, as well. Most relevant for educators are three final chapters on management of the low vision child, educational considerations, and learning problems. It is interesting to learn that of 96 children with subnormal vision who were given educational evaluations at the New York Lighthouse from 1967 to 1973, only three were determined to have learning disabilities directly related to their vision. The other children had, in addition to visual problems, other disabilities of varying severity.

Faye, Eleanor E. *Clinical Low Vision.* Boston; Little, Brown and Company, 1976, 396 pp., $15.

Mary K. Bauman
Reviewer

FOUNTAINHEAD
AEVH Newsletter
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Philadelphia, Pennsylvania 19107

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1978

SUMMER 1978 • NUMBER 93

FOUNTAINHEAD

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Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead*. The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5" x 4" (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: Thanksgiving Square, in the heart of downtown Dallas, symbolizes America's oldest tradition and reflects its universal meaning for all people everywhere. This oasis of the spirit includes the Thanksgiving Chapel, the Hall of World Thanksgiving, the Bell Tower, and Meditation Gardens of trees, grass, and water. Come to Dallas to see it!

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CONGRATULATIONS TO THE 100% MEMBERSHIP SCHOOLS

ARKANSAS SCHOOL FOR THE BLIND
Faculty
J. M. Woolly, Superintendent and Membership Chairperson

PARKVIEW SCHOOL
Faculty
R. Max Casey, Assistant Superintendent
Katherine F. Page, Membership Chairperson

Honorable mention goes to the following schools:

Florida School for the Deaf & the Blind
Department for the Blind
98% Faculty

Nebraska School for the Visually Handicapped
96% Faculty

AEVH NEWS

Where are Our Life Members? In 1970 your Board of Directors authorized the Central Office to print the names and addresses of paid in full Life Members in *Fountainhead* if, after several requests for address verification, we had had no response. We hope that other AEVH members may know of the whereabouts of these "missing members" and will notify the office. "If after being listed for two consecutive years in *Fountainhead,* the Central Office receives no response, these names will be dropped from our mailing files." (From the Minutes of the Board of Directors, October 24, 1970, Louisville, KY.)

Second Listing

John E. Grapka
Richmond Ave.
Batavia, NY 10420

Charles R. Ruffino
N.Y. State School f/t Blind
Batavia, NY 14020

Sarah May Singletary
Windsor Towers, #806
Parkway at 17th St.
Philadelphia, PA 19103

First Listing

Norman and Ruth Anderson
3404 Orlando Ave.
Baltimore, MD 21234

Peggy L. Cain
1223 S. Main St., #1
Aberdeen, SD 57401

Alice Frad Carkuss
Faulkton, SD 57438

Gerald F. Chambers
2814 Rosalie Ave.
Baltimore, MD 21234

Dr. Frances P. Connor, Chairman
Dept. of Special Ed.
Teachers College
Columbia University
New York, NY 10027

Aurelia Davis
1276 North Morningside Dr, NE
Atlanta, GA 30306

Merlin Peterson
352 Harrison Blvd.
Ogden, UT 84404

Bernard Ryan
5220 N. High St.
Columbus, OH 43214

Ruth G. Schon
P.O. Box 295
221 S. Beech
Bryan, OH 43506

Lois Sivits
3716 Mayberry Ave.
Baltimore, MD 21206

Benjamin F. Smith
Perkins School for the Blind
Watertown, MA 02172

Spring Board Meeting: Because there was unfinished business from the October 1977 Board Meeting, your Board met again this spring at the Tennessee School for the Blind. While most of the time was spent in reviewing the work done by the By-laws Revision Committee (which is covered in detail later in this issue of *FH*), the Board did consider additional items which we would like to report to you.

Finance: Secretary-Treasurer Dr. Hart reviewed the auditor's report for 1977 indicating that the Association deficit for 1977 was $407. As printed below, the report shows a deficit of $1,427; however, by vote of the Board in October, $1,000 was transferred from Association assets to a restricted Honor and Memorial Fund Account. An additional $20 was deposited in this account during 1977, showing the total assets of this account as $1,020. The actual deficit for 1977 was, therefore, $407. The Board discussed: the need for an increase in membership to raise income levels; a revision of the budget (which seems most difficult to do this year); and, the need for a revision in the dues structure, perhaps including an increase, for the first time in five years, in the membership dues. Dr. Hart has been asked to prepare an analysis of the membership income by categories to report to the Board at the Meeting in Dallas this summer.

Balance Sheets – December 31, 1977

Assets		
General Fund		
Cash		
Checking account	$10,125	
Savings account	30,626	$40,751
Prepayments for 1978		392
Furniture and Equipment–Net of Depreciation		3,678
Total Assets–General Fund		44,821
Publication Fund		
Savings account	12,578	
Checking account	4,022	
Total Assets–Publication Fund		16,600
Life Membership Fund		
Certificates of Deposit	18,859	
Investment–Debenture	13,615	
Total Assets–Life Fund		32,474
Ladies Auxiliary Fund–Savings		1,263
Honor and Memorial Fund–Savings		1,020
Total Assets–All Funds		$96,178
Liabilities and Funds		
Unearned Dues (1978 dues collected in 1977)	$26,318	
General Fund	18,503	$44,821
Publication Fund		16,600
Life Membership Fund		32,474
Ladies Auxiliary Fund		1,263
Honor and Memorial Fund		1,020
ICEVH Fund		–
Total		$96,178

Statement of Income and Expenses

	General Fund	
INCOME		
Dues–Net	$39,197	
Investment Income	5,032	
Reimbursable & Miscellaneous	1,040	
Total Income		$45,269
EXPENSES		
Publications	$ 7,078	
Professional administration	23,000	
Occupancy expenses	4,305	
Travel expenses	2,970	
Postage	1,660	
Other professional expenses	2,571	
Office expenses, stationery, postage	3,494	
Telephone	561	
Miscellaneous	37	
To Honor & Mem. Fund	1,020	
Total Expenses		46,696
Excess of Income over Expenses		(1,427)
General Fund balance, January 1		19,930
General Fund–December 31, 1977		$18,503

	Publications Fund	
INCOME		
From memberships	$ 7,078	
Subscriptions, etc.	8,717	
Total Income		$15,795
EXPENSES–Production Costs		14,898
Excess of Income over Expenses		897
Publications fund balance, January 1		15,703
Balance, December 31, 1977		$16,600

Blindness Congress: The Winter issue of *FH* indicated that while the Board spent some time discussing the possibility of a future combined meeting of AEVH and AAWB, it took no action on this matter, referring this item for further discussion at the Spring Meeting. By action of the Board this spring, select regions have been asked to draw up guidelines which will be considered by the Board in planning joint meetings. Information about this will be included in the report of the Executive Secretary at the first Association Business Meeting in Dallas on June 26.

Joint AEVH-AAWB Certification: Your Winter issue of *FH* also reported that the Board appointed a special Committee to consider a request from AAWB for the two associations to issue a joint certificate for orientation and mobility instructors. The Board decided against such a joint certification program. A letter has been sent to the Chair of the AAWB Orientation and Mobility Interest Group commending the Interest Group for its efforts in maintaining high standards for orientation and mobility instructors, but indicating that AEVH feels it cannot endorse a graduate degree requirement for O & M Certification.

Computerization: The Board discussed briefly the advantages to the Association in utilizing the services of a commercial concern for computerizing the membership files. While no action was taken at this meeting, Dr. Hart, in her analysis of the financial status of the Association, will consider the advantages of computerization in relation to the anticipated expenses.

Legislation: Mr. Coker, Chair of the Legislative Committee, reported on the efforts of the Legislative Committee to get support to avoid the loss of PL 89-313, Title I ESEA Funds by the proposed combining of it with PL 94-142. On the unanimous vote of the Board, the following resolution was sent to the House of Representatives Education Committee:

Resolution of the Association for Education of the Visually Handicapped

April 1, 1978

WHEREAS the Association for Education of the Visually Handicapped is comprised of over 2400 professional educators who offer services to 29,000 visually handicapped children in the United States, and

WHEREAS the education of visually handicapped requires unique programming in addition to the basic curriculum, and

WHEREAS the population of visually handicapped children enrolled in schools has changed to include students with multiple handicaps, and

WHEREAS Public Law 89-313 has provided special services that would otherwise not be available, and

WHEREAS Public Law 89-313 has encouraged innovative programming such as therapeutic recreation, orientation and mobility, Optacon dissemination and training, and other services too numerous to mention, and

WHEREAS Public Law 89-313 has provided the opportunity for early childhood intervention and parent training programs, and

WHEREAS Public Law 94-142 would not provide state supported or sponsored programs the opportunity to continue services that have been proven indispensable through Public Law 89-313, and

WHEREAS the combination of Public Law 94-142 and 89-313 would disrupt programs so necessary for appropriate education for blind children, therefore

BE IT RESOLVED that the Board of Directors of the Association for Education of the Visually Handicapped meeting in Nashville, Tennessee, April 1, 1978, strongly urges the continuation of Public Law 89-313 in its present funding pattern.

Bylaw Revision Report: The following is a report to the membership by Paul J. Lewis, Chair of the Bylaw Revision Committee, of the action taken by the Board at the Spring Meeting:

Recommended Revised Bylaws

AEVH President McConnell appointed a committee, at the mid-October Board of Directors meeting, to review the AEVH Constitution and Bylaws, Regional and Chapter Constitutions, and the Policies of the Board of Directors. This review was prompted by several Board members who felt strongly that a consolidation and revision of these documents was necessary because of inherent conflicts in wording and that none of the documents, individually or collectively, provided a strong base for the Association. This committee consisted of Paul Lewis, Chair, Andrew Papineau, and William English (*Fountainhead,* Winter 1977-78).

Through correspondence, the committee chair developed a basic revision draft of the Constitution and Bylaws which was then distributed to committee members and the Executive Staff of AEVH for review. The nature of the responses was quite comprehensive and resulted in a second revision draft which was prepared, with references, for the 1978 Spring Board of Directors meeting.

At the Spring meeting, Mr. Lewis presented the second revision draft to the President and Board in the form of a committee report. The report was accepted by the Board as presented. This was normal procedure, signifying that the Board heard the report of the committee and was satisfied that the report was complete.

After the Board accepted the report, a Board member moved that the revised Bylaws as presented in the committee report be accepted by the Board and subsequently recommended to the Membership of the Association for approval. After this motion was seconded, the Board began to review the revision article by article and section by section. Each article/section as presented was eligible for amendment which could be moved/seconded and then voted by the entire Board. Many of the articles and sections presented were amended by the Board after much discussion. At the conclusion of the revision and the approval of amendments, the Board of Directors voted unanimously to recommend the document, as presented below, to the Membership for approval.

In all, the Board of Directors deliberated over seven hours before this process was complete. Therefore, including the preparation time of the committee and the review process by the Board, more time has been devoted to this revision than has probably been devoted to any item presented to the Membership in the history of AEVH.

Why Is a Revision Necessary?

AEVH is a growing organization and, thus, is changing continuously. Change is a sign of strength if it is directed toward overall improvement in the purposes of the organization and the processes to achieve those purposes. A part of the strength of an organization is its Constitution and Bylaws, and the level of sophistication of the organization should be reflected in this document.

AEVH currently has two organizational documents which establish the Association and the basic workings of its components. These are the Constitution and the Bylaws. The Constitution and Bylaws were last revised and approved by the Membership in 1973 at the time when regionalization was begun. The revision, at that time, was primarily for purposes of setting the stage for regionalization and getting that off the ground. As everyone knows, regionalization is well on its way as a result of that action.

In addition to the Constitution and Bylaws, there are six regional constitutions, six chapter constitutions, and the Policies of the Association Board of Directors. The result of all of these documents is confusion and repetition. The revision committee felt that it was imperative that all of the important parts of each of these documents be assembled into one comprehensive set of bylaws which specifies purposes, processes, rights, and responsibilities. At this time, many of these are assumed by the various leadership bodies and entered into Board Policy. The proposed Bylaws assembles everything into one document in a concise and professional manner.

Highlights of the Revised Bylaws

As with any change, there must be some controversy expected. Proper consideration must be given by the reader to the form and wording of the original documents before an objective decision can be made on the proposed revision; however, this procedure can be time-consuming and frustrating when the reader must constantly refer back and forth between the old and the new. For purposes of easing that task, the highlights of the new Bylaws are enumerated here:

1. What is now the Constitution and Bylaws has been combined into one document called Bylaws. This is highly recommended in *Robert's Rules of Order, Revised.*
2. Purposes and processes are explained in plain language and in an orderly form. Powers are defined, as are contingency situations.
3. The current Constitution and Bylaws define the various membership categories which, because of the number of them and the confusion as to who fits into each, have been the center of controversy for some time. The revision does not specify these, but rather defines a process by which they may be established by the Board and the Membership.
4. The Officers, the Board of Directors, and their duties and responsibilities are clearly defined. The current Constitution and Bylaws are exceedingly vague.
5. All standing committees are defined, which is not the case currently.
6. Terms of office of the Publications Board are changed to coincide with the President appointing them.
7. Provisions for election of a President are specified in the case that the President-Elect cannot assume the Presidency.
8. The constitutions of the regions are consolidated into the Bylaws of the Association on those points which are common to all regions. Regions will not develop their own constitutions (as they do presently), but rather will develop policies and procedures to ensure their identity and diversity of purpose.
9. Regions are not defined as six regions, but rather shall be defined by the Board and all regional boards and members involved. It has come to light that some states should be shifted to other regions because of the distances between states.
10. Regions are not limited to electing three officers and three directors. They may elect more if the regional board sees this as an advantage.

11. The representative from the region to the Association Board of Directors will be *elected* by the region instead of *appointed* which is the current practice.

The Process

The document presented here is a *revision*, not an amendment, and must be accepted by a two-thirds vote of the returned ballots in a mail vote *or* by the affirmative vote of two-thirds of the membership at a regular business meeting of the Association when a quorum is present. Since there is not sufficient time to call for a vote in Dallas, the final vote on the revision will be by mail in September. However, the following procedures will be followed which will allow for questioning and dissension:

1. The Membership was notified that a Constitutional Revision Committee was appointed in the Winter 1977-78 *Fountainhead.*
2. The recommended revision is printed here for the review of the Membership as official notice that the Board of Directors has approved and will submit it to the Membership for its approval.
3. If you have questions or dissensions about the recommended revision, you may:
   a. write (between now and June 20) to: Paul Lewis, 707 East Columbus Drive, Tampa, FL 33602
   b. attend a Special Business Meeting at the Biennial Conference in Dallas at 9:00 A.M. on Thursday, June 29, where your previously written question will be answered or your dissension read, *or* you may bring up your concerns at the meeting. There will be a five-minute limit on discussion.
4. If the membership assembled at the Special Business Meeting on June 29 approves, the ballot will go to all members in September along with a minority report listing the expressed concerns of the Membership determined in item #3 above. If the revision is approved, amendments may be initiated immediately following the procedure outlined in the Bylaws. Members have only to APPROVE or DISAPPROVE the recommended revision since amending in a mail ballot is impossible. "Proviso language" will be included, as a part of the ballot, to ensure a smooth transition.
5. If the revision is approved, it will go into effect immediately. There will, however, be some exceptions (e.g., appointments or previous commitments) which will have been outlined in the "Proviso" which accompanied the ballot.

We have printed below the Recommended Revision as well as the Association Constitution and Bylaws. The Recommended Revision carries the following references to existing Association Documents:

C	Association Constitution (printed in this issue of *FH*)
B	Association Bylaws (printed in this issue of *FH*)
RC	Regional Constitution
CC	Chapter Constitution
BP	Board Policy

Any member wishing to refer to the Regional Constitution or Chapter Constitution, and who does not have access to these documents through his/her regional or chapter affiliation, should contact the Central Office. In addition, any member wishing to refer to the existing Board Policy for an explanation of the information incorporated in the Recommended Revision, should contact the Central Office.

RECOMMENDED REVISION IN ASSOCIATION BYLAWS

BYLAWS	References
ARTICLE I – NAME	
Section 1. The name of this organization shall be the Association for Education of the Visually Handicapped and shall also be known in abbreviated form as AEVH.	C – Article I RC – Article I CC – Article I
Section 2. The Association for Education of the Visually Handicapped shall hereafter in these Bylaws be referred to as the Association.	
ARTICLE II – OBJECT	
Section 1. The object of the Association shall be to improve material and methods of teaching the visually handicapped and to expand the opportunities for the visually handicapped to take a contributory place in society.	C – Article II RC – Article II CC – Article II
Section 2. The object of the Association shall be developed and promoted through meetings, institutes, conferences, and publications.	
ARTICLE III – MEMBERSHIP	
Section 1. Eligibility. The membership of the Association shall be open to all persons, schools, groups, agencies, and organizations affiliated with or interested in the education, guidance, vocational rehabilitation, or occupational placement of the visually handicapped.	C – Article III
Section 2. Non-discrimination. No person, school group, agency, or organization otherwise eligible, shall be denied membership in the Association on the basis of age, sex, race, religion, national origin, or handicapping condition.	BP – Section V-A
Section 3. Dues: Rates and categories. The rates of dues and categories of membership of the Association shall be recommended to the membership by an affirmative vote of a simple majority of the Board of Directors of the Association. Ratification of the recommendation of the Board of Directors shall require a majority vote of the membership present at a called meeting of the membership when a quorum is present *or* a majority of returned ballots in a mail referendum distributed to the entire membership. In either situation, the Board of Directors shall notify by mailing the complete text of their recommendations to each voting member of the Association no less than sixty (60) days prior to the final vote.	B – #7 BP – Section V-C
Section 4. Rights of members. A person shall be considered a member of the Association upon payment of the proper dues. Each individual member shall have full voting privileges in the Association.	New Section
ARTICLE IV – OFFICERS	
Section 1. The officers of the Association shall be a president, an immediate past-president, a president-elect, a first vice-president, a second vice-president, and a secretary-treasurer.	C – Article IV
Section 2. Election and term of office. The office of president of the Association shall be filled by the president-elect after he/she has served a full term as president-elect. The president-elect, first vice-president, second vice-president, and	BP – Section I-C Section I-D B – #5d

the secretary-treasurer shall be elected by mail ballot to the voting membership preceding each biennial meeting of the Association as described in ARTICLE XI of these Bylaws. The term of office for all officers shall be two years and shall commence at the final business meeting held during the biennial conference and shall run concurrently.	
Section 3. Qualifications of officers. Only individual members of the Association with previous experience on the Association Board of Directors shall be eligible to serve as president-elect or president. Any individual member of the Association shall be eligible to serve in any of the remaining offices unless specifically prohibited in these Bylaws.	B – #5d 1.
Section 4. Vacancies. In the event of a vacancy in the office of president due to death, disability, or resignation, the president-elect shall serve the remainder of the term as acting president and, upon completion of said term, shall assume the presidency in normal order. In the event of a vacancy in the office of president-elect, there shall be no replacement until the biennial election at which time there shall be elected a president and a president-elect. In the event of a vacancy in both the offices of president and president-elect, another officer shall assume and perform the duties of president until the biennial election as provided for in ARTICLE V, *Sections 4, 5, and 6.* In the event of a vacancy in the office of first vice-president, second vice-president, or secretary-treasurer, the Board of Directors may appoint a replacement from its own body or the general membership for the remainder of the term.	C – Article IV
Section 5. Immediate past-president. Having completed the term as president, the immediate past-president of the Association shall be considered an officer and member of the Board of Directors with full voice and vote therein only for the ensuing biennium. If the immediate past-president is unable to serve for any reason, such status as previously possessed under this section (5) shall terminate, and no vacancy shall be deemed to have occurred.	C – Article IV

ARTICLE V – DUTIES OF OFFICERS

Section 1. President. The president shall preside at all business meetings of the Association and all meetings of the Board of Directors and the Executive Committee. The president shall appoint the chairperson of each standing committee, except the nominations committee, and, working with the committee chairperson, appoint the committee members of each respective standing committee unless otherwise directed in these Bylaws. The president shall serve as an ex-officio member of all standing committees, except the nominations committee. The president shall appoint such special committees as a he/she deems necessary or as authorized by the Board of Directors. The president shall properly execute duties as prescribed in the policy of the Board of Directors and shall present to the Board an annual report of the activities of the Association.	C – Article IV – Article V B – #3 BP – Section I-C
Section 2. Immediate past-president. The immediate past-president shall normally serve as the chairperson of the nominations committee.	C – Article IV B – #4 – #5d
Section 3. President-elect. The president-elect shall assume and perform the duties of the president in the absence or disability of the president. The president-elect shall normally	BP – Section I-C-9 – Section I-I C – Article IV

serve as the program chairperson for the biennial conference. The president-elect shall properly execute duties as prescribed in the policy of the Board.	B – #4 BP – Section I-D
Section 4. First vice-president. The first vice-president shall assume and perform the duties of the president in the absence of the president and president-elect. The first vice-president shall properly execute duties as prescribed in the policy of the Board.	C – Article IV B – #4 – #5a BP – Section I-E
Section 5. Second vice-president. The second vice-president shall assume and perform the duties of president in the absence of the president, president-elect, and first vice-president. The second vice-president shall properly execute duties as prescribed in the policy of the Board.	C – Article IV C – #4 BP – Section I-F
Section 6. Secretary-treasurer. The secretary-treasurer shall assume and perform the duties of president in the absence of the president, president-elect, first vice-president, and second vice-president. The secretary-treasurer shall assist in the preparation of the annual projected budget and periodic financial reports, shall explain the financial status of the Association at all business meetings and meetings of the Board of Directors and the Executive Committee, and is responsible for co-signing checks paid out by the Association. The secretary-treasurer shall conduct routine correspondence as directed by the president and/or Board of Directors and shall properly execute duties as prescribed in the policy of the Board.	C – Article IV BP – Section I-G BP – Section II-D

ARTICLE VI – BOARD OF DIRECTORS

Section 1. Authority. There shall be a Board of Directors, also referred to in these Bylaws as the Board, which shall consist of the six officers of the Association and one director from each of the regions of the Association.	C – Article IV
Section 2. Directors. The directors shall be elected by the regions as provided for in ARTICLE XII of these Bylaws. *Section 3. Quorum.* A quorum shall be constituted by the presence of two-thirds of the currently occupied seats on the Board of Directors.	C – Article IV RC – Article V Section 4
Section 4. Purpose. The purpose of the Board of Directors shall be to conduct the business of the Association between the business meetings held during the biennial conference. *Section 5. Meetings.* The Board of Directors shall meet at least once each year. Special meetings of the Board shall be held only with the consent of the President and the written approval of at least five members of the Board. All meetings of the Board shall be announced to each member of the Board, in writing, at least sixty (60) days prior to the proposed meeting.	C – Article IV
Section 6. Authority to develop and implement policy. The Board of Directors shall have the authority to develop and implement policies and rules governing the orderly business of the Association. No policy or rule resulting from this authority shall be in conflict with or supersede these Bylaws. Such policies and rules shall be the result of a majority vote of the Board, when a quorum is present, and shall appear as a policy or rule in the same form as found in the approved	C – Article IV

minutes of the Board. Policies and rules shall be made available in written form to the membership for review upon request and shall be posted or distributed at the biennial meetings of the Association.	
Section 7. Authority to fill vacancies. The Board of Directors shall reserve the privilege to fill vacancies in its membership for only the offices of first vice-president, second vice-president, and secretary-treasurer.	C – Article IV
Section 8. Authority to provide compensation. The Board of Directors shall reserve the right to pay compensation for services rendered by officers, executive officer(s), editor(s), consultant(s), members of the publications board, and guest speakers.	BP – Section II & III
Section 9. Authority to appoint executive officers. The Board of Directors shall reserve the right to appoint and enter into contracts with one or more executive officers employed to conduct the routine business of the Association. Any such executive officers shall execute duties as prescribed in the policy of the Board and at the will and pleasure of the Board. Contracts with executive officers shall be on an annual, calendar-year, basis. Executive officers shall not be voting members of the Board and shall not serve in any capacity as an officer or director in the Association while in executive status. Executive officers shall, however, be permitted and encouraged to be members of the Association with full voting rights as members.	C – Article IV BP – Section I-A New Section
Section 10. Budget authority. The Board of Directors shall have the authority to develop, approve, amend, and implement the budget of the Association.	B – #10
Section 11. Responsibilities to the membership. The Board of Directors shall be responsible for reporting all activities of the Board and the Association to the membership on an annual basis and shall provide for an annual audit of the Association accounts by a certified public accountant. Unless specifically stated or prohibited in these Bylaws, the Board shall have the authority to conduct the business of the Association as it so determines with the best interest of the membership at large as the primary consideration. *Section 12. Votes.* Each officer and director shall have the right to debate any question before the Board of Directors and other assembly of the Association and shall have one vote. No officer or director shall be permitted to assign the vote possessed to anyone other than him/herself. ARTICLE VII – EXECUTIVE COMMITTEE	C – Article VI
Section 1. There shall be an Executive Committee composed of the president, president-elect, first vice-president, second vice-president, secretary-treasurer, and the immediate-past president.	C – Article V
Section 2. Purpose. The Executive Committee shall have the power of the Board, just as the Board has the power of the membership, between meetings of the Association, except that the subordinate body cannot modify any action taken by its superior. The Executive Committee may meet in special or emergency situations when it is not practical for the entire Board of Directors to meet. *Section 3. Quorum.* A quorum shall be constituted by the presence of two-thirds of the currently occupied seats on the Executive Committee.	BP – I-C to -H

ARTICLE VIII – STANDING COMMITTEES

Section 1. There shall be the following standing committees: certification, legislative, long-range planning, membership, necrology, nominations, program, and resolutions.

B – #3 and #5

Section 2. Composition of committees. Each of the standing committees shall have a chairperson normally chosen by the president unless otherwise stated in these Bylaws. Each committee shall be composed of no less than three and no more than twelve members from the Association membership chosen by the president with input from the committee chairperson and the Board of Directors unless otherwise stated in these Bylaws.

B – #3 and #4
BP – Section VIII
– Section I-D, E, I

Section 3. Terms of committee chairpersons and members. Committee chairpersons and committee members shall normally serve for a term of two years concurrently with the officers of the Association.

Section 4. Authority of standing committee. All standing committees, except the nominations committee, shall make recommendations based upon their majority vote to the Board of Directors for further action. No committee chairperson or members, acting alone or as a group, shall have the authority to implement policy or rules without the approval of the Board.

Section 5. Certification committee. The certification committee shall be responsible for recommending, to the Board of Directors, provisions for certification, by the Association, of personnel in the field of visually handicapped, including consideration of fees and special categories.

Section 6. Legislative committee. The legislative committee shall concern itself with proposed or pending legislation which may potentially affect the purposes of the Association and its members. Activities of the legislative committee shall be informational to the Board and the membership. The Board of Directors shall include in its policies a philosophy of purpose, direction, and involvement of the legislative committee. In addition to the chairperson, the legislative committee shall normally be comprised of the regional legislative chairpersons.

B – #5b
BP – Section I-A-1-f
– Section VIII-B
– Section IX

Section 7. Long-range planning committee. The long-range planning committee shall consist of the executive committee and a representative from each of the regions. The committee shall act on recommendations from the Board on issues that relate to future policies, programs, and activities of the Association. Furthermore, the committee shall accept assignments from the Board to investigate and formulate position statements to be considered by the Board and shall accept other assignments relating to planning as may be assigned by the Board.

BP – Section VIII-C

Section 8. Membership committee. The membership committee shall promote and encourage membership in the Association and is authorized to maintain an ongoing subcommittee to solicit special memberships. The membership committee chairperson shall report to the Board and shall perform special duties as determined by the Board. In addition to the chairperson, the committee shall be comprised of the regional membership chairpersons.

B – #5a
BP – Section I-E-3
– Section VIII-D

Section 9. Necrology committee. The necrology committee shall conduct a suitable memorial, at a business meeting during the biennial conference, for the individuals in the field of visually handicapped who have died during the past biennium.

Section 10. Nominations committee. The nominations committee shall have as its chairperson the immediate past-president of the Association or, if the immediate past-president is not able to serve, the chairperson shall be chosen by the Board. The president of the Association shall not be eligible to serve as chairperson of the nominating committee, under any circumstances, while serving as president. In addition to the chairperson, the committee shall be comprised of the regional nominations chairpersons. The committee shall follow the procedures for nominations as set forth in these Bylaws.

B – #5d
BP – Section I-I

Section 11. Program committee. The program committee shall be responsible for planning the program for the biennial conference of the Association. In addition to the president-elect, who shall normally serve as the chairperson, the committee shall be comprised of the regional program chairpersons.

BP – Section I-D

Section 12. Resolutions committee. The resolutions committee shall receive suggested resolutions from the membership and develop a format and orderly procedure for presenting such resolutions to the Association membership. The resolutions committee may, by its own vote, decide not to present a resolution submitted by a member or group of members. In such a case, the member or group of members may post the resolution for the membership to read and take it to the floor of the business meeting.

B – #5c
BP – Section VIII-E

Section 13. Special committees. The president may, at the request of a majority of the Board, name and appoint special committees. Such committees shall exist for a period of time not to exceed the term of the president and Board creating them, but may be renewed at the option of the incoming president.

ARTICLE IX – PUBLICATIONS BOARD

Section 1. Purpose. There shall be a publications board to provide supervisory service to the editors of periodic publications of the Association and to serve as a board of review for any non-periodic publications requested by any individual or group of individuals who are members of the Association. Recommendations of the publications board shall be presented to the Board of Directors for approval.

B – #6
BP – Section VI

Section 2. Composition. The publications board shall consist of five members chosen by the president with the approval of the Board from the individual membership of the Association. The terms for members of the publications board shall run concurrently with the president of the Association; however, there shall be no limit to the number of terms an individual may serve. The chairperson of the publications board shall be chosen by and from the publications board members.

ARTICLE X – MEETINGS

Section 1. The Association, under the direction of the Board of Directors, shall provide for the membership a biennial conference or other professional meeting to be held in even-numbered calendar years. The Board of Directors shall also provide for business meetings of the Association which shall normally be held during the biennial conference or other professional meeting.

C – Article VI
BP – Section IV

Section 2. Time and place. The time and place of biennial conferences, meetings, and business meetings shall be determined by the Board of Directors who shall properly notify the membership.

Section 3. Purpose. The purpose of biennial conferences or other professional meetings shall be to promote the object of the Association and the interests of its membership. The purpose of biennial business meetings shall be to conduct the business of the Association with free participation by all individual members.

Section 4. Special meetings. The Board of Directors shall entertain a request from any member or group of members for a special meeting of the Association. The Board may, after determining the appropriateness, schedule such a meeting so long as it is not in direct conflict with established biennial meetings of the Association or its regions.

Section 5. Non-discrimination. The Association shall make every reasonable effort to schedule and hold meetings and conferences in a location where all members can freely participate and be fully accommodated without discrimination on the basis of sex, age, race, religion, national origin, or handicapping condition.

ARTICLE XI – ELECTIONS

Section 1. Purpose. The purpose of elections shall be to determine, by majority selection of the Association membership, the following officers of the Association: president-elect, first vice-president, second vice-president, and secretary-treasurer. In the event that the president-elect cannot assume the presidency due to death or resignation, there shall be allowed an additional office of president to be added to the ballot as provided for in ARTICLE IV *Section 4.*

C – Article IV

B – #5d
– #11

Section 2. Frequency. The elections of the Association shall occur only once in every two years and shall be held in the even numbered years.

Section 3. Procedures,

(a) at a date no later than October 15 of each odd-numbered calendar year, the chairperson shall solicit from each voting member of the Association, via mail, preliminary nominations for each elective office of the Association. Responses to this solicitation shall be postmarked no later than December 1 of the same year.

(b) before any preliminary nomination shall be considered valid, a biographical sketch of not more than 150 words and a signed statement of the nominee assuring intention to serve and that financial resources are available to attend Board meetings shall be on file with the chairperson or designee.

(c) on January 15 of each even-numbered calendar year, a preliminary ballot, based on nominations from the membership and prepared by the nominations committee, will be mailed to each voting member of the Association. Each ballot shall be accompanied by a biographical sketch for each nominee.

(d) each voting member of the Association may vote for two candidates for each elective position on the preliminary ballot. Ballots shall be postmarked no later than February 15 to be valid.

(e) the two candidates receiving the highest number of votes for each elective position shall constitute the final ballot. In the event of a tie for the second candidate in each position, all tied candidates shall be included on the final ballot.

(f) in the event that two nominees for each elected office are not submitted by the membership, the nominations committee shall, with consideration to geographic areas and sources of membership, attempt to solicit two nominees for each elected position on the final slate.

(g) final ballots and biographical information for each candidate shall be mailed to each voting member of the Association by April 1 of each even-numbered year, and shall be returned to the Association displaying a postmark no later than May 1 of the same year. The nominee receiving a majority of votes in each office of the ballots returned shall become the holder of that office at the final business meeting of the Association biennial conference. In the event of a tie vote in the election of any officer, the election shall thereon be decided by lot.

ARTICLE XII – REGIONS

Section 1. Designation and composition. Within the confines of the United States and Canada, there shall be established regions which shall be defined by the Association Board of Directors and entered into the policy of that body. Any changes in the defined regional structure shall require a majority of the affirmative votes of the Board of Directors, the regional board(s) involved, and the regional members involved.

C – Article VII

B – #12

Section 2. Purposes. The purposes of the regions shall be to support the purposes of the Association, to interpret the purposes of the Association in light of local special needs of Association members residing within the regions, and to provide activities, services, and opportunities for professional growth especially suited to Association members within the regions.

Regional Guidelines

Section 3. Membership. Association members using for membership purposes an address within a designated region shall automatically become a voting member of that region without the payment of any further dues. Regions are prohibited from assessing members for dues or other obligations relating to membership in the region.

RC

Section 4. Relationship to the Association. The designated regions shall be considered integral components of the Association and may not be affiliated or otherwise a part of any other association or organization.

Section 5. Officers. Each of the designated regions shall have at least the following officers: chairperson, chairperson-elect, secretary/treasurer, immediate past-chairperson, and a representative to the Association Board of Directors.

Section 6. Directors. Each of the designated regions shall have at least three directors.

Section 7. Regional boards of directors. Each of the designated regions shall have a board of directors consisting of the officers and directors of that region.

Section 8. Election and term of office. The chairperson-elect shall assume the position of chairperson upon completion of the term as chairperson-elect without any further election. The chairperson, upon completion of the term, shall assume the position of immediate past-chairperson with full voting rights as an officer for the biennium ensuing. The chairperson-elect and the secretary/treasurer shall be elected by the membership of the region as well as the directors. All regional officers and directors shall serve concurrent terms of two years and shall normally assume office at the last business meeting held during the Association biennial conference.

Section 9. Representatives to the Association Board of Directors. If the elected representative is unable to serve, is unable to complete the term assigned, or is appointed by the Association Board of Directors to fill a vacancy in one of the offices, the regional board shall select a suitable replacement from its ranks for the duration of the term.

Section 10. Duties of officers. The officers of each region shall assume the following duties while serving in their elective capacity:

(a) the chairperson shall preside at the meetings of the region and of its board of directors. The chairperson shall appoint all committees and be an ex-officio member of all committees except the nominations committee.

(b) the chairperson-elect shall fill the duties of the chairperson in the chairperson's absence or in the event that the chairperson is unable to complete the elected term. The chairperson-elect shall normally assume responsibility as chairperson of the program committee.

(c) the secretary/treasurer shall maintain a careful written record of each meeting of the region and the regional board of directors. The secretary/treasurer shall notify the Association of the time and place of board meetings and shall notify the regional membership and the Association of all business and professional meetings of the region. The secretary/treasurer shall, as directed by the chairperson, carry on the correspondence of the region and maintain the written records of the region, including membership, in concert with the Association Board of Directors' policies. The secretary/treasurer shall forward to the Association president or designee copies of minutes from all regional meetings and, at the end of each calendar quarter, a brief report of the activities of the region. The secretary/treasurer shall be responsible for the appropriate banking and paying out of regional funds and shall maintain itemized accounts of receipts and expenditures. The secretary/treasurer shall report periodically to the regional membership on the financial status of the region and shall forward an end-of-the-year financial report to the president or designee at the end of the fiscal year.

(d) the immediate past-chairperson shall have full debate and voting rights as an officer of the region and shall assume responsibilities as determined by the regional board. If the immediate past-chairperson is unable to serve, for any reason, such status as previously possessed under this section (10) shall terminate, and no vacancy shall be deemed to have occurred.

(e) the regional representative to the Association Board of Directors, in addition to representing his/her region, shall have the authority as described in ARTICLE VI of these Bylaws.

Section 11. Vacancies. If a vacancy occurs in the office of chairperson, or if the chairperson is unable to carry the responsibilities of office, those responsibilities shall automatically be transferred to the chairperson-elect. In the absence of the chairperson and the chairperson-elect, the secretary/treasurer shall assume the responsibilities of chairperson. In the absence of all three officers, an officer of the Association Board of Directors shall work with the regional directors to secure adequate leadership for the region. If the business of the region cannot or is not being carried on by the elected officers, the Association Board of Directors may, after conferring with representatives of the region, appoint officers and directors to carry on that business.

Section 12. Meetings of regional boards of directors. Each regional board shall meet at least once each year. Special meetings may be held at the discretion of the board and chairperson.

Section 13. Quorum. A quorum shall be constituted by the presence of two-thirds of the currently occupied seats on the regional board of directors.

Section 14. Enabling policy. The Association Board of Directors shall develop and maintain as a component of its rules and policies a section governing the orderly business of the regions. Such a section shall neither be in conflict with these Bylaws nor shall it be unduly restrictive, but shall be designed to provide a basic format of procedures which, while providing for continuity of purpose and procedure, allows for diversity of approach and priorities among the various regions. Also contained within this component shall be a proportionate rate structure providing for a rebate of dues received by the Association to the various regions for purposes of carrying out the objectives of the regions. Such rebates shall be based on a figure common to all regions and proportionate to the number of members in the region.

Section 15. Authority of regional boards of directors. Each regional board of directors is granted the authority to establish in writing policies and procedures governing the priorities, objectives, and orderly business procedures of that region. Such policies and procedures shall not be in conflict with these Bylaws or with the policies and rules established by the Association Board of Directors. Each region shall file with the Association Board of Directors the policies and procedures developed by said region and shall provide to the Board any amendments pertaining to the written policies and procedures. The Association Board of Directors shall not establish or change any policy or rule pertaining to the regions without first consulting with the regional boards of directors concerned and providing ample notice of any proposed changes. The Association Board of Directors shall not have the authority to assess any region for funds for any purpose without the written consent of the regional board of directors, and the Association Board of Directors shall not normally be responsible for any debts incurred by the regions.

Section 16. Standing committees. Each of the regions of the Association shall maintain at least the following standing committees: legislative, membership, nominations, and program.

Section 17. Meetings of regions. Each region shall plan and execute at least one professional/business meeting each biennium to occur in the odd-numbered years. Meetings may be held also in the even-numbered years, but shall not be held in conflict with or in a time and manner which might prejudice or obfuscate the biennial meeting of the Association. One-tenth of the regional membership shall constitute a quorum to conduct business at meetings scheduled during the professional/business meetings of the regions.

Section 18. Nominations and elections for regional officers and directors. The nomination of regional officers and directors shall be made by the respective regions in accordance with established Board policy. The officers and directors of the regions shall be elected by the majority of returned ballots from members within said regions and shall coincide with the election of Association officers in time and manner as described in ARTICLE XI of these Bylaws. The Association shall assume responsibility for mailing blank ballots and tabulating returned ballots. In the event of a tie for any regional office, the election thereon shall be decided by lot.

ARTICLE XIII – CHAPTERS

C – Article VII
CC

Section 1. Within the regions of the Association the Association Board of Directors, in consultation with the affected regional board of directors, shall reserve the right to sanction chapters in accordance with established Board policies and rules concerning chapters wherever a ready-made constituency is available. Every effort shall be made not to have a single chapter cross regional lines.

ARTICLE XIV – QUORUM

B – #1

Section 1. At a business meeting of the Association, a quorum shall be constituted by the presence of at least one-tenth of the voting membership of the Association representing at least 15 states/provinces.

ARTICLE XV – AMENDMENTS

C – Article VIII

Section 1. These Bylaws may be amended at any business meeting held during the Association biennial conference or by mail ballot involving the entire voting membership of the Association.

Section 2. Submission procedure. An amendment shall originate in one of the following manners: 1) submission by petition of at least 50 members of the Association, or 2) submission by a majority vote of the Association Board of Directors.

Section 3. Notification. A proposed amendment shall be submitted to the Association Board of Directors at least ninety (90) days prior to final vote and shall, in turn, be submitted to the entire membership of the Association no less than sixty (60) days prior to the final vote.

Section 4. Adoption of amendments. Adoption of proposed amendments requires a quorum and an affirmative vote of at least two thirds of those voting at a business meeting of the Association *or* the affirmative vote of at least two-thirds of the mail ballots returned.

ARTICLE XVI – PARLIAMENTARY AUTHORITY

B – #13

The rules of parliamentary authority contained in *Robert's Rules of Order, Revised* shall be adhered to in all cases not covered in these Bylaws.

ASSOCIATION FOR EDUCATION OF THE VISUALLY HANDICAPPED

CONSTITUTION

Revised June 1973

ARTICLE I – NAME

This Association shall be known as the Association for Education of the Visually Handicapped.

ARTICLE II – OBJECT

The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society, through meetings, institutes, publications, and chapters.

ARTICLE III – MEMBERSHIP

Membership in this Association shall include any persons, schools, or groups, affiliated with or interested in an organization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing.

ARTICLE IV – BOARD OF DIRECTORS

The affairs of the Association shall be conducted by a Board of Directors. The Board of Directors shall consist of General Officers and six Directors; General Officers shall be the immediate Past President and the following to be elected by mail ballot to the entire membership preceding each biennial meeting: President, President-Elect, First Vice-President, Second Vice-President, and Secretary-Treasurer; the six Directors will each represent and be elected by his region. Their duties shall be as indicated by their respective titles. The President is to be the Chairman of the Board of Directors. No president or president-elect shall succeed himself in office and the term of any General Officer or Director shall be two years or until his successor is elected. The Board of Directors shall have the authority to appoint replacement for any of the General Officers when vacancies occur during the biennium; the replacements responsibility, if necessary, or a Director shall lie with the region he represents. The Board of Directors shall have the authority to appoint an Executive Secretary, whose duties and responsibilities will be directed by said Board.

ARTICLE V – EXECUTIVE COMMITTEE

Between meetings of the Board of Directors, full responsibility and authority to carry on the business of the Association shall lie with the Executive Committee composed of the President, President-Elect, First and Second Vice-Presidents, and the Secretary-Treasurer.

ARTICLE VI – MEETINGS

Regular meetings of the Association shall be held in even-numbered years, at such times and places as may be designated by the Board of Directors, notice of which shall be sent to all members not less than three months prior to the date of proposed meeting. The governing bodies of regions will begin biennial regional meetings by the calendar year 1975 and will hold such meetings in all odd-numbered years thereafter. Regional meetings shall not be held in even-numbered years. No meetings shall be held in a location where all members cannot freely participate and be fully accommodated without discrimination, regardless of race, color, religion, national origin or ancestry.

ARTICLE VII – REGIONS AND CHAPTERS

The Association shall be made up of six regions which shall be defined as follows:

Northeast: The Province of Quebec and areas of Canada east of that province, and the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut.

Middle Atlantic: The Province of Ontario and the states of New York, New Jersey, Pennsylvania, Delaware and Maryland and the District of Columbia.

Southeast: The States of Virginia, West Virginia, North Carolina, South Carolina, Georgia and Florida, and Puerto Rico and Virgin Islands.

North Central: The Province of Manitoba, and the states of Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Iowa, Missouri, Illinois, Indiana, Ohio and Kentucky.

South Central: The states of Colorado, New Mexico, Texas, Oklahoma, Arkansas, Tennessee, Louisiana, Mississippi and Alabama.

Western: All remaining provinces of Canada and the states of Montana, Wyoming, Idaho, Utah, Arizona, Nevada, Washington, Oregon, California, Alaska and Hawaii.

Within these regions chapters will be sanctioned in accordance with the Chapter Guidelines and Board Policies wherever a ready-made constituency is available except that every effort shall be made not to have a single chapter cross regional lines.

ARTICLE VIII – AMENDMENTS

This Constitution and By-Laws may be amended at any meeting or via a mailed ballot of the entire membership, provided notice of intention to amend shall have been made no less than three months before such meeting, with formal statement of the proposed amendment submitted to the accredited members. For the adoption of any amendment, there shall be required the affirmative vote of two-thirds of the members present at the business meeting. Amendments must be submitted to the entire Board of Directors, at least four months prior to the business meeting at which the vote is to be taken. An amendment originating in one or more of the following manners will be placed before the Association for a decisive vote: (1) submission by the initiative of at least a quorum of Association members (eligible voting members from at least fifteen states or provinces, totaling at least one-twentieth of all eligible voting members of the Association); (2) submission by a majority vote of the total membership of the Board.

By-Laws

1. Eligible voting members from at least fifteen states or provinces, totaling at least one-twentieth of all eligible voting members of the Association, shall constitute a quorum during a regular meeting.
2. In the absence of the President, the President-Elect, and both Vice-Presidents, the Board of Directors shall select a presiding officer.
3. The President shall appoint the following committees: Membership, Legislative, Resolutions, Nominations, Program, Certification, and Long-Range Planning.
4. In addition to the usual duties, the President-Elect normally shall be Chairman of the Program Committee. The First Vice-President normally shall be Chapter Coordinator and Chairman of the Membership Committee. The Second Vice-President normally shall be Workshop Coordinator. The Immediate Past President normally shall be Chairman of the Nominating Committee.
5. Duties of Standing Committees shall be:
   a. Membership Committee: This committee shall promote and encourage membership in the Association. The First Vice-President shall normally be Chairman of the Membership Committee.
   b. Legislative Committee: This committee will concern itself with any legislative matter of interest to the Association.
   c. Committee on Resolutions: This committee shall receive suggestions from the membership on resolutions to be placed before the body and shall determine which resolutions shall be presented to the Association.
   d. Committee on Nominations: The committee, of which the immediate Past President shall normally be Chairman, shall prepare a mail ballot that shall consist of at least two candidates for each elective position for General Officers of the Association excepting that of the Presidency which is automatically to be filled by the President-Elect. Preparation of the ballot shall be based upon recommendations solicited from the membership at large. The ballot shall be presented by mail on April 1 of each even-numbered calendar year and must be returned by May 1 of that year to the central office. The newly-elected officers will assume office at the final business meeting of the Biennial Conference occurring in that year.
      (1) At a date no later than October 15 of each uneven-numbered calendar year, the chairman shall solicit from each voting member of AEVH via mail preliminary nominations for each elective position for General Officers of the Association, with consideration for representation by regions and all categories of membership (Publication of the request for nominations with appropriate return form in

FOUNTAINHEAD shall meet this requirement). Nominees for President-Elect shall at some time have served on the AEVH Board of Directors or as an officer. Responses must be mail-dated no later than December 1 of that year.

(2) Each preliminary nomination must be accompanied by a biographical sketch of not more than 150 words, and by a signed statement of that nominee assuring that he will serve, if elected, and that he has adequate financial resources to attend Board meetings.

(3) On January 15 of each even-numbered year, a preliminary ballot will be mailed to each voting member of AEVH, this ballot to have been prepared by the Committee on Nominations based on the above responses and with consideration for geographical regions and for the various categories of AEVH membership. Each ballot shall be accompanied by a copy of the biographical sketches of those named on the ballot. The return ballots must be mail-dated no later than February 15 of that year.

(4) Each voting member of AEVH may vote for two candidates for each elective position on the preliminary ballot. Only individual members are voting members.

(5) The two candidates receiving the highest number of votes for each elective position open will constitute the final ballot. In case of a tie for the second position on the ballot, the tied candidates will all be included on the final ballot.

6. The Publications Board:
The Publications Board shall consist of five members chosen by the President, contingent upon the approval of the Board of Directors, for a five-year term on a rotating basis.

The primary duties of the Publications Board are: (1) to provide a supervisory service to the editors of periodic publications of the Association, i.e., EDUCATION OF THE VISUALLY HANDICAPPED and FOUNTAINHEAD, and (2) to serve as a board of review for any non-periodic publications requested by any individual, or group of individuals, who belong to the Association. The Publications Board shall not be considered as an editorial board.

7. The expenses of the Association shall be provided by annual dues. The dues structure will be recommended by the Board and presented for approval by the membership at a biennial meeting. Membership types shall include the following:
   a. Regular membership
   b. Student memberships—open to students enrolled full-time in a college or university
   c. Retired person memberships
   d. School corporate memberships
   e. Parent group corporate memberships
   f. Agency corporate memberships—open to national, regional and local agencies, governmental units, colleges and universities, and other groups and organizations not eligible for school and parent group corporate memberships
   g. Life memberships—in addition to regular membership privileges for the lifetime of the member, Life members will receive a special Life membership card and a Life membership certificate
   h. Associate memberships—Associate members shall not be qualified for subscription nor voting privileges
   i. Contributing memberships
   j. Sustaining memberships
   k. Patron Standing—a patron is entitled to a Life membership
   l. Benefactor Standing—a patron is entitled to a Life membership
   m. Honorary Life memberships—open for retired members only

   From the total amount collected for dues, each qualified voting member, individual or corporate, will be provided an annual subscription to a journal concerned with the education of visually handicapped children and youth.

8. Papers and lectures presented at the biennial meeting may be printed and distributed among the membership of the Association. This shall be done in accordance with regulations determined by the Board of Directors. Copies of these publications may be made available on a sale basis to any public libraries or others interested in purchasing them. The Board of Directors may determine the manner in which the minutes will be published and edited.

9. Provision shall be made for a suitable compensation to be paid to the Executive Secretary who shall be custodian of the documents and property of the Association,

under the supervision of the Board of Directors. The Executive Secretary must be bonded by a reputable surety company.

10. A general budget shall be adopted by the Board of Directors at its annual meeting. The budget shall be administered by the Executive Secretary with the approval of the Secretary-Treasurer. The Secretary-Treasurer shall report on the fiscal operations of the Association at the biennial conference.
11. All elections of General Officers shall be by mail ballot of members qualified to vote, i.e., individual members.
12. Regions:
    (a) All AEVH members shall be members of the regions in which they reside.
    (b) Each region shall elect a Chairman, a Chairman-Elect who shall carry the responsibilities of the Chairman should that individual be unable to carry his responsibilities, a representative to the AEVH Board of Directors (Director), and a Secretary-Treasurer who shall maintain minutes and necessary financial records and who shall be responsible for transmitting copies of all such records to the central AEVH office at designated intervals. At the discretion of the members of a given region, that region may have additional officers and/or directors. All officers shall be elected for terms of two years by the full membership of that region by mail ballot and beginning in 1974, the mailing out of that ballot shall coincide with the mailing out of the ballot for international association General Offices. Further relationships between the central and regional organizations shall be developed by the AEVH Board of Directors and presented in a policy statement by that Board.
13. In all cases not herein provided for, parliamentary procedure shall be in accordance with Robert's Rules of Order Revised.

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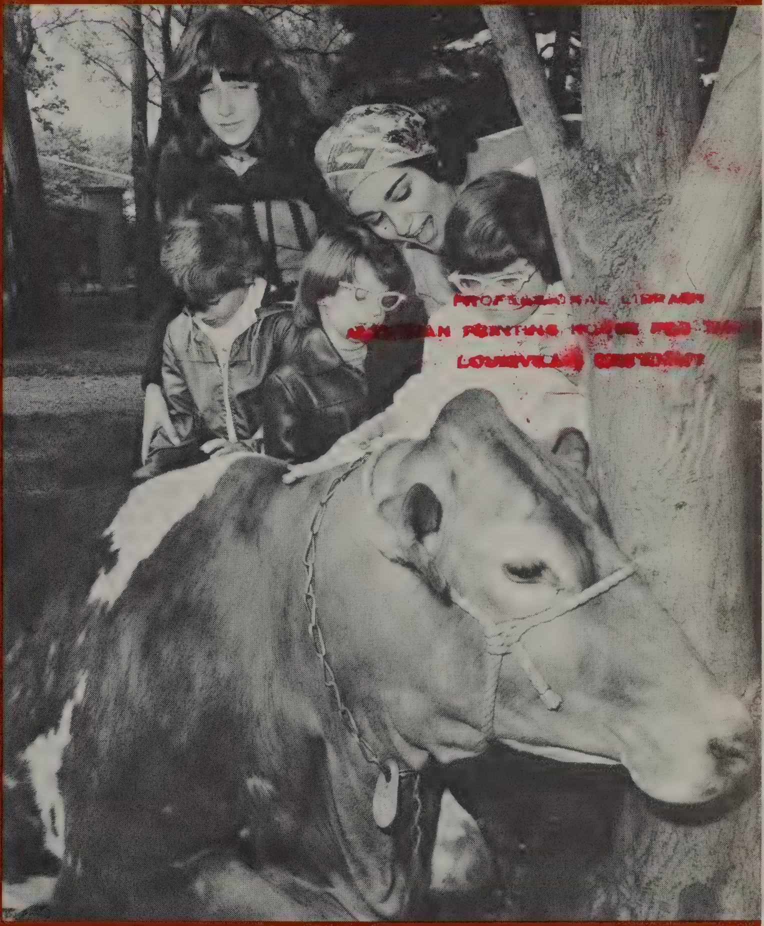

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FOUNTAINHEAD

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Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead*. The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5" x 4" (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: Jennifer Gimbel, Tara Westbrooks, and Kelly Brown, student's at Overbrook School for the Blind in Philadelphia, and their teacher and teacher's aide are surprised to see how large a cow can be! (photograph by Walter M. Faust)

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AEVH NEWS

Boards of Directors Meetings: The Board of Directors for the 1976-78 Biennium met briefly at the 54th Biennial Conference to review the final plans for the Conference and to discuss the financial status of the Association. Secretary-Treasurer Verna Hart recommended to the Board that consideration be given to presenting for membership approval, a proposal for an increase in the dues of the Association. A special Board meeting was scheduled later in the Conference for consideration of this. The results of this meeting were reported to the membership by President James E. Haralson in the final Association Business Meeting (see the Minutes of the Business Meetings later in this issue of *FH*).

The Board of Directors for the 1978-80 Biennium also spent some time discussing the proposed dues increase and services to the membership. The Board considered the possibility of adopting a computerized system for the AEVH membership files which would enable the central office to offer better service to the chapters and regions. In addition, a computerized system would permit a floating membership year, i.e., each membership would expire one calendar year from the date of the dues payment rather than running from January 1 to December 31. President Haralson asked Second Vice-President Paul J. Lewis to investigate the possibility of adopting this system and to report to the Board at the fall meeting.

Mr. Haralson reported on the action taken by the AEVH-AAWB Joint Committee. As reported in the Summer issue of *FH*, the AEVH Board decided against joining with AAWB in certifying Orientation and Mobility Instructors. Further discussion of this matter in the Joint Committee Meeting resulted in the following action:

> A recommendation for consideration of having equal representation from both associations (AEVH and AAWB) on the AAWB O&M Certification Committee go to the AAWB Board of Directors and the AAWB O&M Interest Group with a reply of action to be made by December 1, 1978. Based on this action . . . AEVH [will] reconsider the possibility of AEVH joining AAWB in issuing a joint O&M Certificate.

The Board approved this action unanimously.

Mr. Haralson further reported that the Joint Committee

> recommended that each association president appoint three members to serve on a Joint Planning Committee charged with: 1) drawing up three potential alternate conference plans [for a joint meeting of the two associations]; 2) drawing up suggested approaches for studying the possibility of a merger of the two associations.

This action also received Board approval and Mr. Haralson appointed Andrew S. Papineau, Richard G. Umsted, and D. Gary Coker as the AEVH representatives on this committee. Following the Conference, the presidents of both associations agreed to call a meeting of this special committee for Friday, November 3 in Louisville, Kentucky. A report of this meeting will appear in the Winter issue of *FH*. If any AEVH member would like to react to the above, please address correspondence to Mr. Haralson at the AEVH central office.

Certification: The AEVH Certification Committee has developed a preliminary draft of certification standards for paraprofessionals for the visually impaired and visually/multi-impaired.

Dr. Gideon Jones, Department of Special Education, Florida State University, and a member of the Certification Committee, has coordinated the efforts of the Committee in establishing a Rationale for the revised certification standards which follows:

> It was in 1938 that the Association for Education of the Visually Handicapped (known then as the American Association of Instructors of the Blind) got into the business of certifying teachers. At that time many states had no credential for certifying teachers of children who were blind or partially seeing. Without a professional credential, many residential schools and day school programs had no assurance of instructional competency or the means to go to governing boards and request funds to offer professional salaries.
>
> The credentials that were developed at that time consisted of a three-level certification: Class *C*, Class *B*, and Class *A*. Class *C* required one year of college with course specification; Class *B* required two years of college plus two years of successful teaching with course specification; and Class *A* required four years of college with course specification, plus four years of teaching experience.
>
> In 1960 teacher certification was revised and the certification levels became *A*, *AA*, and *AAA*. The *AAA* level was devised as a leadership credential on the diplomate level, with evidence of research and/or leadership skills reviewed by an AEVH Committee. Basically these three levels of certification are still in use today with only minor revisions having been necessary.

At the time they were developed it was hoped that AEVH would eventually go out of the certification business as states developed their own credentials. This has not occurred. In fact, it now appears that some states are moving away from certifying teachers in specific skills or areas of exceptionality. The task of sorting out and interpreting college transcripts by state departments of education is a monumental one and beyond the capabilities of some state educational agencies. In lieu of this specific certification, some states are issuing a broad teaching certificate with approval in specific areas the responsibility of college training programs or professional organizations. Monitoring schools to see that trained teachers are teaching "in field" would be the responsibility of an accrediting agency. If a significant number of states move toward this concept it may be necessary to re-think teacher certification with, perhaps, a move toward using specific measurable competencies rather than counting credits and years of experience.

In 1962 the AEVH Board approved requirements for houseparent certification which included three levels of certification: *A, AA,* and *AAA* which parallel the teacher credential. Detailed documentation of training experience was required in order to obtain certification.

In February, 1973 AEVH expanded its certification role to include the certification of houseparents under the broader term of child care workers. This credential retains the three levels: 1) *A* begins a non-renewable category issued for a period of three years. 2) *AA* is a renewable category requiring completion of 30 clock hours of in-service training in each of four broad categories. Since child care workers/houseparents are employed in a variety of settings and can have varying roles, the specific content of in-service training was left to the discretion of the employing agency or school. 3) The *AAA* certification, like that for teachers, was designed as a leadership credential with continued growth documented by an administrator.

Responding to requests from the field for a certification of child care aides and teacher aides, the AEVH Board called together a small committee to make recommendations on this subject. Meeting in Nashville, Tennessee, in May 1978, this Committee decided to recommend to the Board that the current certification for child care workers/houseparents be modified into a broader paraprofessional certification, with the term paraprofessional defined as follows: "A paraprofessional is a person with special skills and training who is a paid member of an educational team that contributes to the growth of children who have visual impairments and who may be multiply impaired. These individuals include, but are not limited to, houseparents, teacher aides, child care workers and aides, residential assistants, youth leaders, orientation and mobility aides, proctors, and media assistants." The committee noted that in many settings the "wall" between classroom and dormitory was coming down and the paraprofessional as well as the professional was functioning in both classroom and dormitory.

The committee feels that the two sets of certificates, one for the professional, the other for the paraprofessional, are adequate. Professionals other than classroom teachers, such as mobility instructors or physical therapists, would be certified by the professional organization that offers certification for that specialty. If they should desire additional certification by AEVH, they would present their specialization certification as part of the requirements for AEVH Class *AA* professional certification.

The Certification Committee plans to submit a final draft of the certification standards for paraprofessionals to the AEVH Board for review at the Board's November, 1978 meeting.

Certification Committee:

William T. Heisler, Perkins School for the Blind, Chair
Ralph Brewer, Tennessee School for the Blind
John Gunia, Indiana School for the Blind
Dr. Gideon Jones, Florida State University
Dr. Janet Simon, Western Pennsylvania School for Blind Children

Fred Sinclair, State Department of Education, California

Workshops: The workshop structure of AEVH, upon which the programs for the biennial conferences are built, is almost 30 years old. In 1950 at the 40th Conference, the membership assembled passed a resolution directing the Executive Committee to organize regional workshop sessions in specific subject areas since the biennial conferences themselves were not structured to permit this type of meeting. In 1952 Finis E. Davis, President of the Association, reported on the success of these meetings and explained how this workshop concept had been incorporated into the 41st Conference:

> Perhaps the most important influence in the education of our blind children is the teacher in his day-to-day contacts with them in the classroom and elsewhere. Probably no one factor has more to do with the success or failure of a child to make the best possible adjustment in school and later as an adult. In recognition of this fact, a movement has taken hold in our educational circles which places paramount emphasis on the role the teachers play in our educational system. During the past 18 months, a number of regional meetings of teachers of special subjects have been held throughout the country, and this Forty-first Convention of the AAIB [now AEVH] has been planned entirely on a workshop basis . . . .
>
> During the next three and a half days . . . workshops will meet in more or less continuous session for five half days. No formal papers are to be presented at these sessions; instead, the time is to be devoted entirely to the informal discussion, by all individuals present, of the problems which they themselves feel are of urgent importance for study and consideration.

An additional rationale for the workshop sessions was presented by Robert H. Thompson, Chairman of the Executive Committee, who was responsible for planning the program for the conference:

> The convention inquiry circulated indicated an overwhelming desire among the potential membership of our Association for a type of program which would permit time to discuss their problems at greater length. They wanted to be able to discover what problems they had in common. They wanted to share techniques and trade-secrets. They wanted to develop standing organizations within the AAIB [now AEVH] to keep interest and activity alive during the biennium between conventions. They wanted to promote regional activity dealing with several special school interests. They wanted to promote a professional attitude and interest among the people similarly engaged and to be able to plan their own parts of convention programs. All of this had to be done if our Association was going to be vigorous and meet the needs of the various academic, administrative, and supervisory groups upon whom it depends for its vitality and who depend on it for leadership, inspiration, and true professional growth.

The following workshops met in 1952: Principals and Guidance (one workshop), Pre-School, Kindergarten and Primary (one workshop), Sight Conservation, Social Studies, Science, Superintendents, Commercial Arts, Homemaking and Arts and Crafts (one workshop), Language Arts, Physical Education, Industrial Arts, Library, Mathematics, and Music. Since then this structure has been revised from time to time. New workshops have been added, some have been deleted or combined with other interest areas, some have changed their names. However, the basic concept has not changed for 26 years.

This fall Paul J. Lewis, Second Vice-President, surveyed the current and past workshop officers to try to determine if this structure is still meeting the needs of the AEVH membership and, if not, to try to solicit suggestions for changes that will result in better services to the members. He will report on the results of this survey to the Board of Directors in November; the Winter issue of *Foun-*

tainhead will carry an accounting of his report.

This issue of *FH* contains the report from the Administrators' Workshop meetings held this June. Future issues will report on the meetings of the other workshops.

MINUTES OF THE BUSINESS MEETINGS 54TH BIENNIAL CONFERENCE

June 26-29, 1978

First Association Business Meeting

President William J. McConnell called the First Association Business Meeting to order at 9:10 A.M. on Monday, June 26, 1978, in the Grand Ballroom of the Dallas Hilton Hotel, Dallas, Texas.

President's Report

Following an address by Thomas Morrison, Executive Administrator, United Cerebral Palsy Association of Dallas County, the President gave a brief summarizing report of the importance of communications and information available to members through the regions and explained the job of the Long Range Planning Committee to continue Association evaluation for progress, needs, and achievement of goals. Mr. McConnell expressed appreciation for the cooperation of the Conference Program Committee and the headquarters staff.

Due to a lack of time, the Secretary-Treasurer's report was postponed until the Tuesday morning General Session [June 27].

Chapter Charters

Second Vice-President Janie Fox Jones presented Chapter Charters to Arizona and Ohio, the fifth and sixth Chapters of the Association. These were accepted by Noel E. Stephens, acting for the Arizona Chapter President, William S. Koehler, and Katherine L. Ray, Ohio Chapter President.

Resolutions Call

Chair of the Resolutions Committee, W.S. Davis, called attention to the Association Board Policy on Resolutions printed in the Conference Program and asked that members submit Resolutions to him for Committee action prior to consideration by the membership at the Second Association Business Meeting on Wednesday, June 28, 1978.

Bylaws Revision

Director Paul J. Lewis, Chair of the Ad Hoc Committee on Constitutional and Bylaws Revision, reviewed the information published in the 1978 summer issue of *Fountainhead* (#93). He announced that the membership would be asked to approve the voting procedure at the Second Association Business Meeting and that questions on the actual proposed Bylaws Revision would be answered at Thursday's Business Meeting [June 29, 1978].

Necrology Committee

Zealouis Brown, Chair of the Necrology Committee, asked the membership to stand in silent tribute and prayer for those in the field who had died during recent years.

Adjournment

President McConnell called the meeting adjourned at 10:12 A.M.

Secretary-Treasurer's Report

At the Second General Session, Tuesday, June 27, 1978, at 9:05 A.M., President McConnell asked Secretary-Treasurer Verna Hart to give her report. Dr. Hart noted that the auditor's report in the 1978 summer issue of *Fountainhead* (#93) showed a 1977 fiscal year deficit of $407. She pointed out that this is indicative of the financial problem faced by the Association, which has had no change in dues in over five years. Inevitable rising costs require a new dues structure which would become effective for the 1980 fiscal year.

Second Association Business Meeting

The Second Association Business Meeting was called to order at 9:05 A.M. on Wednesday, June 28, 1978, by President McConnell.

Executive Secretary's Report

The report of the Executive Secretary will emphasize, not so much what AEVH has done in the past biennium, but where we are and where we may be going. Considering myself an interim executive secretary serving during Mary K. Bauman's leave of absence during her term as President of AAWB, I will not attempt to pull together the details of the two parts of the biennium which were served by different executive secretaries. I will take this opportunity, however, to praise the excellent continuity and untiring efforts of the several people who work, mostly on a part-time basis, as the central office staff. Judith A. James, Assistant Executive Secretary, has shown the executive efficiency and administrative drive to see that the Association's services never lagged and that innovations, new demands, and related details were cared for meticulously. The officers and Board of Directors, regional officers and directors, the membership and I, personally, really appreciate the work and energy Jeep contributes to this position.

So what's new? AAWB and AEVH consider joining forces for workshops, programs, a joint national conference, even uniting as one association—all of these ideas are once again being proposed from various sources. The new Board of Directors and the Long Range Planning Committee, as well as probable ad hoc committees, will be seriously considering the AEVH-AAWB joint relationships.

AEVH Past-President Frank Andrews and his co-author, Warren Bledsoe, wrote the "Chronicle of the American Association of Instructors of the Blind" from 1853 through 1968, when we became the Association for Education of the Visually Handicapped. If I read correctly, AAIB and AAWB had a joint national conference in 1952 at the Kentucky School for the Blind. This happened 37 years after the first such joint meeting, in Berkeley, California, in 1915. I also read that before the turn of the century much controversy reigned in the AAIB membership, which broke into open hostility at biennial conferences, over the correct and best reading system for the blind: braille, New York Point, raised type, or what? In 1895 it seems that AAWB was established as a result of this controversy and "was originally composed entirely of dissatisfied graduates, who only after years admitted sighted persons to membership . . . ."

To the glory of both associations they jointly established a Uniform Type Commission in 1915. This became the Braille Authority, jointly sponsored for years by AAWB and AEVH, and formed to determine braille standards and braille codes and to set up uniform regulations for the use of braille symbols and contractions. This group, as you may know, has within this biennium been enlarged and reorganized as the Braille Authority of North America, BANA, and consists of representatives of ten agencies and organizations from Canada as well as from the United States.

And so down through the years, joint efforts have sponsored and carried on legislative resolutions and research studies. As your Board and committees consider future joint and united AAWB-AEVH ventures, I urge each member to be informed, make your ideas and opinions known, and to use your regional organization to reach the AEVH officers and Board.

AEVH has never really had a policy setting it up as a certifying agency, with all that implies by way of determining the quality and adequacy of preparation institutions, colleges and universities. However, it has long been felt that special requirements were needed for properly trained instructors and educators of the blind and visually handicapped. The general certification requirements proposed by our Association Certification Committee, first voted into being at the 34th Biennial Convention in 1938, at Lansing, Michigan, have paved the way for the eventual adoption of special certification requirements by state education departments during this 40 year period. To AEVH teacher certification standards were added standards for houseparents which were designed for use in the residential school programs. These certification standards, with a career ladder concept, became the basis for salary schedules in many residential schools for the blind.

The teacher certification standards, constantly upgraded and revised by the Association's Certification Committee, also influenced requirements for public day school teachers for blind and visually impaired children.

What's new? With the growing use of paraprofessionals and aides in education, AEVH is again leading in establishing the first certification for paraprofessionals in the education of visually handicapped children. William T. Heisler and his Certification Committee have a special interest session tonight [June 28] to present their ideas and proposals for paraprofessionals as they have worked them out so far.

Related to this, of course, has been AEVH representation and participation in the revision and development of standards for instructional facilities and programs as presented by Dr. Geraldine T. Scholl and the panel in Monday night's special interest session [June 26].

Be aware of the role your Association takes and will continue to take in professional advancement!

At the Indianapolis School for the Blind, in 1871, the original constitution and bylaws of the American Association of Instructors of the Blind was adopted. Amendments were made immediately in the next year, 1872, at the first biennial meeting held at Perkins in Boston, when there were 22 superintendents and 12 teachers present. Actually it was a closed Association at that time with only one teacher from each institution permitted as a member, and they were not allowed to vote for 10 years, until 1882. In 1950 a Constitution Evaluation Committee was appointed to seek suggested and needed constitutional changes. Again in 1966 there were several changes in the constitution and bylaws preceding the change of name in 1968. In 1972, with the organizing of regions across the continent, there were major amendments made.

Now, a complete major revision into one statement of Bylaws is about to be considered by the membership. You have heard Paul J. Lewis give notice of the special business meeting tomorrow morning [June 29] for review of the proposed Bylaws Revision. As explained, this seeks to give a more complete, workable form, in one statement, of the rules, regulations, policies, and operating procedures of this Association.

Each member should be aware of this needed change and follow the procedures for voting, hopefully for adoption, by mail ballot in September.

AEVH has occasionally entered into legislative matters over the years. AEVH was definitely heard this year by the Congress in Washington as D. Gary Coker's efforts as Chair of the Legislative Committee produced enough reaction to be a factor in preserving PL 89-313, ESEA Title I, as a separate funding program for the next three years, rather than be combined into PL 94-142, as was being proposed.

Continue to respond to your Legislative Committee requests as the need arises!

You have heard Secretary-Treasurer Dr. Verna Hart reveal the precarious state of our finances. If the Association is to continue the present level of services, provide a responsive central office, carry on efficiently and progressively the business of the organization, more funding is needed in this time of rising and inflationary costs. Membership dues are the key–even with increased membership, it will not be sufficient to meet the financial needs without an increase in dues.

Keep informed of what may be proposed to meet our money needs, react by making your own ideas and suggestions for a revised dues structure known, let your elected representatives know your ideas on financing our basic organization, our publications, our services, and representative input in WCWB, ALL, BANA, NAC, ICEVH, and other related educational activities, programs, and proposals.

We have a great Association going–let's put it all together!

Leland C. Sanborn
Executive Secretary

Quorum

By roll call, President-Elect James E. Haralson determined that there were approximately 200 members from 33 states and provinces in attendance which constituted a quorum.

Resolutions

Mr. Davis presented, on behalf of the Resolutions Committee, the following resolution for action and moved its adoption:

Whereas, the needs of visually handicapped infants and pre-school children and their parents are largely unmet or inadequately met in most states, and,

Whereas, the response from the field requesting draft copies of the National Accreditation Council's Self-Study and Evaluation Guide: Pre-School Services (from Birth to Six) was far greater than for any other section, and,

Whereas, sessions during this AEVH conference have further highlighted the importance of great need for educational programs for visually handicapped infants and pre-school children and their parents, and,

Whereas, many professionals and parents are seeking guidance and additional knowledge and skill to work more effectively with these infants and preschool children and their parents as evidenced by the large attendance at the recent North American Conference on Visually Handicapped Infants and Pre-School Children sponsored by the American Foundation for the Blind May 22-25 in Minneapolis, Minnesota, and,

Whereas, the American Foundation for the Blind now employs a single consultant for educational programs for visually handicapped children of all ages, and,

Whereas, the American Foundation for the Blind is the logical agency to assume a leadership role in this critical service area, and,

Whereas, the American Foundation for the Blind has been in the past, and rightfully should continue to be, responsive to the needs and requests from the field,

Therefore, be it resolved that the AEVH urge the American Foundation for the Blind to sponsor regional conferences on the needs of visually handicapped infants and pre-school children similar to the Minneapolis conference, and further,

Be it resolved that the Association for Education of the Visually Handicapped urge the Board and Executive

Director of the American Foundation for the Blind to place a high priority on the employment of a staff consultant for visually handicapped infants and pre-school children.

W.S. Davis, Chair,
Resolutions Committee
Richard E. Hyer
William H. Miller
Judith M. Whyte

Mrs. Mary K. Bauman seconded. Several members spoke in favor, and the Resolution passed unanimously.

1978-80 Biennium Officers and Directors

President McConnell presented the officers for the 1978-80 biennium who were elected by the membership in the spring by mail ballot:

President	James E. Haralson
President-Elect	Richard G. Umsted
First Vice-President	Andrew S. Papineau
Second Vice-President	Paul J. Lewis
Secretary-Treasurer	Verna S. Hart

and also introduced William C. Sullivan, Director from the Northeast Region.

After assuming his office for the 1978-80 Biennium, President Haralson presented the traditional "cold potato" and an AEVH Certificate of Honor to Past-President McConnell.

Bylaws Revision

Mr. Lewis explained the procedure, recommended by the Board of Directors, for the membership vote of the Bylaws Revision. With proper notice of the change having been given, the mail ballots for approval of the new Bylaws will go out no earlier than September 28, 1978, and no later than the end of October, 1978. A motion was made, seconded, and carried to accept the Ad Hoc Committee report.

Marie Kreimer of Florida moved that the procedure as outlined and recommended by the Board be approved. Seconded by George Gore of Michigan. Carried unanimously.

Adjournment

President Haralson called the meeting adjourned at 10:05 A.M.

Third Association Business Meeting

The Third Association Business Meeting was called to order at 9:05 A.M. on Thursday, June 29, 1978, by President Haralson.

Regional Officers and Directors

Mr. Haralson welcomed the membership in session and recognized the officers and directors of the six regions of the Association.

Bylaws Revision

Following the procedure established in the First Association Business Meeting, the President called for questions and comments on the Bylaws Revision. When there was no response from the membership assembled, he declared the issue closed.

Conference Suggestions

Mr. Haralson then asked for comments and feedback on the Conference. Several members responded, suggesting that the following be taken into consideration in planning future conferences:

1. Offer short credit courses (5-7 hours, like inservice, with tuition costs in addition to the conference registration fee) the day before or after the conference to encourage more teachers to attend.
2. Tape workshop and concurrent session presentations and make taped copies available for sale to members who were unable to attend all the sessions that interested them.
3. Persuade administrators of the need to get funding to help pay staff conference expenses.

4. Consider restructuring the workshops; some members felt that there were too many.
5. Provide help to workshop officers in planning workshop sessions; in some cases too many presentations were scheduled for the time allocated each workshop and some speakers did not have enough time for their presentations.

Proposed Dues Structure

President Haralson reported that the Board of Directors for the 1978-80 Biennium was giving serious consideration to revising the dues structure:

Students/Retired	$10
Paraprofessionals	15
Regular	25
Administrators	30

100% Membership Schools

Recognition was made to the two 100% membership schools, the Arkansas School for the Blind and the Parkview School in Oklahoma.

Adjournment

President Haralson called the meeting adjourned at 9:50 A.M.

ADMINISTRATORS' WORKSHOP 54TH BIENNIAL CONFERENCE

6/24-29/78

Nancy Bryant, the Chair of the Administrators' Workshop, submitted the following report of the Workshop activities. She indicates that the Workshop will meet again this fall during the meetings of the American Printing House for the Blind and that the election of officers for the 1978-80 Biennium will take place at that time.

The Administrators' Workshop for the 1978 Conference met for three two-hour sessions. The first session, a video tape on value clarification, was extremely well received by the group. The tape is an entertaining and thought provoking presentation by Dr. Morris Massey and could be considered appropriate for a variety of groups. It was particularly well received by administrators who must deal with the many value orientations held by a varied staff. The tape was so well received that it was shown two additional times during the Conference for other conference participants to view. These additional showings were announced by word of mouth and were very well attended. The rental fees for the video tape equipment were absorbed by the Workshop. It is felt that this was money well spent in terms of the large audience who ultimately viewed it. (This tape was made available through the Ingham Intermediate School District, Lansing, Michigan, at the request of Nancy Bryant.)

Session II was an informal sharing arena in which various materials of interest to administrators were on display. Several topics were also discussed including IEPs, Teacher Bargaining Units, and Competency Based Teaching. It was evident that there was a great deal of information within the group to be shared for the benefit of all. Time went very quickly and prevented in-depth discussion. However, participants were able to identify colleagues with similar concerns and/or information to share. Some thought might be given to including structured discussions in future meetings. Topics could be circulated in advance so that participants could be prepared to share materials and/or ideas, guided by a group leader.

Session III was made up of three presentations. Due to the interest by the group in Topic I (Professional Burnout) and Topic II (Sexuality Training for the Visually Impaired), Topic III (Assertiveness Training for the Handicapped) was not fully presented. Dr. Lee Brooks from the Michigan School for the Blind did an excellent job of describing professional burnout and offering suggestions for avoiding these phenomena among one's staff. Mrs. Cecila Stanaway shared three dimensional materials used in sexuality training for the handicapped and led a discussion about sexuality and how it relates to social development in general for the visually impaired. Both presenters are staff from the Michigan School for the Blind.

In summary, the topics selected for the Workshop appeared to be timely and, consequently, well received by the audience. Each session had a "full house," with over 100 participants in each.

It is suggested that future workshops give very special thought to topics and/or activities for administrators. Everyone, perhaps particularly administrators, needs inspiration from time to time.

BITS AND PIECES

Preschool: The AEVH central office receives copies of "The National News Patch," a quarterly newsletter for educators of visually impaired preschoolers. The Editors, Janice Brown and Sharon Guthrie, have indicated that they are seeking active participation from others in the field and are interested in articles or informational items that share teaching suggestions, materials, films, conferences, and personal philosophy. All articles should pertain to preschool visually impaired or multi-handicapped children and should be one-half to three single-spaced pages. For more information or for a subscription to this newsletter, contact: "The National Newspatch," Oregon School for the Blind, 700 Church St., S.E., Salem, OR 97310.

Optacon: Gayle Brugler, the Training Manager for Telesensory Systems, Inc., has asked that we let AEVH members know of the availability of the revised *Optacon Teaching Guidelines* which was published in June, 1977. She indicates that the guidelines manual "is intended to serve as a curriculum for teacher training as well as a source of ideas for the practicing teacher. It is not a substitute for a course in teaching reading with the Optacon, but rather a complement to such a course. The manual gives a total picture of Optacon training and the teaching skills on which sound training is based. It also contains practical problem solving techniques, suggested teaching methods, and specific materials suggestions." Contact: Telesensory Systems, Inc., P.O. Box 10099, Palo Alto, CA 94304. Price: $20.

Project Vision-Up: A combination assessment tool and curriculum for visually impaired and blind preschool children has been developed by Project Vision-Up. The material has been teacher-tested and is now being used in over 500 settings in all 50 states. It meets all PL 94-142 guidelines and closely involves the parents both in the initial assessment and in the training of the child.

The assessment is also available in Spanish translation, and the curriculum offers detailed programming from birth to age six in the areas of fine motor development, intellectual, language, physical, and social-personal development, and self-help skills. It is based on normal development and uses a multisensory approach that is remedial as well as preventative. The curriculum, based on Piaget, is adaptable to behavioral programming.

Throughout its last year of outreach activities in 1979, Project Vision-Up staff will provide training seminars for all those involved in the use of the materials. Participants will be trained in the assessment procedure, instructional activities, and in the preparation of special programs for individual children in accordance with PL 94-142. Seminars are limited in number, usually free of charge, and are provided on a first-come first-serve basis. For additional information contact: Project Vision-Up/Outreach, 1134 N. Orchard, Suite 19, Boise, ID 83704.

Standards: The National Accreditation Council is working toward publication in early 1979 of revised self-study and evaluation guides for specialized (residential) schools for the blind and visually handicapped. Since early 1977, a distinguished group of volunteers headed by Dr. Geraldine T. Scholl, Professor of Education at the University of Michigan, has been working on revising the standards and self-study instruments used in NAC's program of accreditation of such schools. When approved by NAC's Board of Directors, the new editions will be published as replacements for individual sections of the 1968 *Self-Study and Evaluation Guide for Residential Schools*. Existing *Guides* for administration, when used in conjunction with the revised materials, will provide a comprehensive planning and self-study "package" for a school. The content of the revised materials will take into account the important changes which have resulted from increased emphasis on mainstreaming, PL 94-142, IEP's, the educational needs of multi-handicapped students, and other recent developments. If you would like to receive an advance order form early next year, contact: NAC, 79 Madison Avenue, New York, NY 10016.

For Children: The Braille Institute of America has announced that *Expectations 1978,* the annual braille anthology of current children's literature, is now available free to any blind American child in grades three through six.

Complete books reprinted in the 1978 edition include: "It Could Always Be Worse" by Margot Zemach; "Guess Who My Favorite Person Is" by Byrd Baylor; "My Grandmother's Djinn" by Brian Robb; "Chester Chipmunk's Thanksgiving" by Barbara Williams; "Alexander, Who Used To Be Rich Last Sunday" by Judith Viorst; "The Little Lamb" by Judith Dunn; and "The Bravest Babysitter" by Barbara Greenberg.

There are also chapters from "Absolute Zero" by Helen Cresswell; "Sail, Calypso!" by Adrienne Jones; "Of Whales and Wolves And Other Adventures In Early America" by Joseph and Edith Raskin; "The Dancing Kettle" by Yoshiko Uchida; and "The Queen Of Eene" by Jack Prelutsky.

This edition also carries a new page of microfragrance labels, four embossed pictures designed by Jim Volkert, Art Curator, Los Angeles Junior Arts Center, and winning poems by blind children who competed in a national poetry contest.

Children and any organization for the blind serving blind children who wish to receive the 30th volume of *Expectations* should contact: Betty Kalagian, Braille Institute of America, 741 North Vermont Ave., Los Angeles, CA 90029.

St. Martin's Press, Inc. has anouced a new large type series entitled "Tales of the Wild West." A recent news release indicates: "This series of action-packed tales captures all of the two-fisted, gun-smoking, hard-hitting excitement of the wild, wild West in the days of Bat Masterson and Billy the Kid, Wyatt Earp and Jesse James. More wild than an unbroken horse, more colorful than a sunset in the Sierra Nevadas and twice as lively as a Reno saloon on a Saturday night, each novel brings alive the romance and conflict of this legendary era in vivid, authentic detail. A new title will be added to the series every month, making it a continuous and convenient source of entertainment, and an exciting re-creation of the time when a man's best friend was his fist and his last court of appeals was his gun!" Price for each of the four books already published in this series is $9.95 in hardcover. Contact:

Walter Weintz, St. Martin's Press, 175 Fifth Avenue, NY 10010.

Self-Help: The Catholic Guild for the Blind has announced a new and expanded Self-Help Series on instructional materials. All are available in braille and large type and certain items are also available in cassette tape. Included in the new series are several cook books ("A Leaf From Our Table," a collection of recipes from friends of the Guild, "Breads," "Meatless Meals," and "Desserts"), a sewing book which they state is "the first book ever designed by and for the blind seamstress" entitled "So What About Sewing?," a book which explains in three-dimensional instructions the art of knot tying, "Macrame," and "Your Green Scene" which gives tips on selecting the right plants for the home and includes instructions on caring for them with explanations of proper light, humidity, soil and temperature.

For further information contact: CGB Press, 180 N. Michigan Ave., Suite 1720, Chicago, IL 60601.

PUBLICATIONS

For Use with Deaf-Blind Children: Recently we received from London three publications which might be helpful to teachers of any slow learners although they were developed by a teacher/supervisor specializing with the deaf-blind.

A Progress Guide provides very detailed charts on which to record the development of the individual child in the following areas: locomotion, occupation, personal/social, dressing, feeding, washing, toileting, and communication/language. Each chart lists the specific activities roughly in the order of their expected development and gives the age at which the behavior would normally be expected to occur. To the right are little spaces in which the observer can indicate the age at which it actually was demonstrated by that child. There is ample space for notes, including methods used to elicit the behavior. The *Guide* is not meant to be a test, the author says, but "the number of skills attained and the peculiarities of the gaps found in the child's development, will constitute a form of assessment." Since the age span covered is from one month to seven years, the *Guide* could provide a systematic record of the individual child's development, while analysis of a collection of these records on a described population would be a major contribution to the professional literature.

Basic Communication is designed chiefly for the use of parents of deaf-blind and multi-handicapped children. It describes various means of communication with children who lack speech, including the basics of sign language. Charts provide theories of communication in practical form so that the parent can understand the reasons for certain kinds of training and perhaps correct weaknesses in his own efforts. Training methods are described in detail and word lists help to make a teaching plan.

Finally, a "stimulation wing" is described, a learning environment for children with sensory deprivation. A sketch shows rooms surrounding a central control area from which the teacher can provide stimulating experiences for the children, tailoring the experiences to the needs of the children. Drawings and the picture of a model would make it easier to produce this learning environment although many of the ideas might be used in less elaborate settings. The thought is that this learning environment would be made so attractive, so interesting, that the child would be highly motivated to explore and in his exploration he would learn.

Dale, F. J. *Progress guide for deaf/blind and/or severely handicapped children.* London: Author, 1977. pp. 45.

Dale, F. J. *Basic communication.* London: National Association for Deaf/blind and Rubella Handicapped, n.d. pp. 74.

Dale, F. J. A stimulation wing. *Apex,* March 1977, Vol. 4, No. 4, pp. 23-26.

Canadian Study—Deaf-Blind: With their usual thoroughness, the Canadian National Institute for the Blind conducted a study of deaf-blind persons and their needs by conducting personal interviews with each known deaf-blind person in Ontario, his family and interested parties. This well-planned publication not only provides the results of that study but gives a history of services to deaf-blind in Canada, necessary definitions, means of communication, demography by age groups, and descriptions of service.

Mactavish, Joan. The Canadian National Institute for the Blind Ontario Division: A Study for the Purpose of Developing Services for Deaf-Blind Persons in Ontario. Available from CNIB, 1929 Bayview Avenue, Toronto, Ontario M4G 3E8, Price $5.00

Teaching the Deaf-Blind: Several interesting articles should be listed in this section:

Joan Shields provides a brief sketch of the work with deaf-blind children at Condover Hall, one of Great Britain's leading schools for blind children. Since 1952, 72 children have been taught, only 19 of whom had sufficient hearing to help them to learn speech naturally. Many of these children had additional handicapping conditions. The first aim of staff in the unit is the development of independence, but communication and a broad spectrum of first-hand experiences are also goals.

Shields, Joan. Teaching deaf-blind children. *The Journal of Blind Welfare,* April 1978, Vol. LXII, No. 732, pp. 85-87.

From more than twelve years of experience in the Netherlands come other principles of deaf-blind education. Here help in developing the senses is given primacy but the most detailed and practical material is described as "help in confronting the outer world." Emphasis is placed upon organizing the environment, including ways to characterize people, animals, events, and even emotions. Development of memory skills is formally trained so that it may better serve child and teacher. Finally, of course, language acquisition and communication are the foundations of more complex mental growth.

Jurgens, Mary Rose. *Confrontation between the Young Deaf-blind Child and the Outer World.* Order from Swets & Zeitlinger B.V., heereweg 347 b, 2160 AH lisse, Holland. Price $7.90.

Applications for the special skills of the occupational therapist are provided by a brief but thorough article which surveys the literature, discusses how the philosophy of occupational therapy can be applied to the sensory-deprived individual, and gives two specific examples of programs. The emphasis is upon learning from everyday activities and many suggestions are provided.

Moersch, Martha S. Training the Deaf-Blind Child. *The American Journal of Occupational Therapy,* Aug. 1977, Vol. 31, No. 7, pp. 425-431.

In a field where evaluation is peculiarly difficult, it is fortunate to find a study which compares standardized tests and developmental scales with systematic behavior observation ratings. The subjects were 24 deaf-blind children between the ages of six and fourteen. Although it was concluded that observation measures do correlate significantly with the set of developmental scale measures, it was felt that each made a sufficiently unique contribution so that both should be used when possible.

Diebold, Martin H; Curtis, W. Scott; and DuBose, Rebecca F. Developmental Scales versus Observational Measures for

Deaf-Blind Children. *Exceptional Children,* January 1978, Vol. 44, No. 4, pp. 275-278.

Competency Based Programs: The phrase, "competency based," is popular in recent years but not always well understood. A book by Susan Jay Spungin and a group of articles in recent issues of *Journal of Visual Impairment & Blindness* should greatly help the understanding of any whose concepts in this area are fuzzy. They also make it clear that concern for the quality of teaching, and therefore, for the quality of teachers and their training, should be shared by everyone. This is not a matter only for administrators. Students, their families, communities, and taxpayers should be concerned.

Dr. Spungin's book opens with a brief history of education for the visually handicapped, moves into a description of various teacher roles and several statements of the competencies required by these teachers. She then describes, in detail, the goals of teacher training in terms of knowledge, skills, and indicators of actual achievement. A national study provided the reactions of teachers in the light of their own training and experience and yielded a factor analysis of teacher roles. For those who may not wish to review this research in depth, Dr. Spungin's article in the May issue of *JVIB* is recommended.

The remaining articles view competency based programs from the points of view of a national authority, an educator of teachers, a student in such a training program, and the administrator of a residential school. Together they provide an illuminating commentary and evaluation.

Spungin, Susan Jay. *Competency Based Curriculum for Teachers of the Visually Handicapped: A National Study.* Available from American Foundation for the Blind, 15 West 16th St., New York, NY 10011. Price $5.00.

The following are in *Journal of Visual Impairment & Blindness,* available from the same source:

Taylor, Josephine. Competency Based Programs: A National Perspective, May 1978, Vol. 72, No. 5, pp. 161-162.

Spungin, Susan Jay. Competency Based Curriculum: A National Survey of Teachers. Same issue, pp. 163-169.

Swallow, Rose-Marie. Competency Based Teacher Training Programs for Teachers of the Visually Handicapped. June 1978, Vol. 72, No. 6, pp. 201-205.

Strauss, Felice. Student Reaction to a Competency Based Teacher Training Program. Same issue, pp. 206-208.

Bryant, Nancy J. Competency Based Program: Its Effects on Residential School Students. Same issue, pp. 209-211.

Can't Your Child See? Although clearly intended for parents and beautifully addressing their needs, this book is so complete and so professional that many workers in our field would find it a valuable addition to their libraries. The authors are Canadians who have worked intimately with very large numbers of blind children and with their parents so that their impeccable academic qualifications are enriched by experience it would be difficult to duplicate.

The first two chapters describe eyes and the many kinds of visual problems, showing that the word "blind" has many meanings and that each diagnosis must be well understood before one knows its implications for a specific child. Development through infancy and the toddler stage are then described with much good advice. The attitude of the authors is permissive, putting parents at ease: "There is no absolutely guaranteed right way to bring up a visually impaired child. Whatever methods are comfortable for his parents will be okay for him. So relax and do the best you can." Often unmentioned problems are frankly confronted, such as the fact that having a handicapped child often threatens a marriage, or the problems of the single parent, or the times when parents may feel they simply cannot cope. Advice about play and playthings, and about school, lead to discussion of the more distant future. One chapter also addresses the doubled problems of the family with a multi-handicapped child.

Scott, Eileen P., Jan, James E., & Freeman, Roger D. *Can't Your Child See?* Available from University Park Press, Chamber of Commerce Building, Baltimore, MD 21202. Price $8.95.

The Road to Freedom: Although nearly a year old, it has, unfortunately, not been possible to review this publication earlier and we wish to bring it to the attention of those who may not already be familiar with it.

Written by the Orientation and Mobility Specialist of the Illinois School for the Visually Impaired, this book is a guide for parents so that they may prepare their visually impaired child for independent travel. Indeed, the book can be a guide to parents in many aspects of training—and just plain living with—their child.

The book takes the position that the parents are the child's most important O and M teachers. "Orientation training to the world starts when the child is born." To help parents to be comfortable with this responsibility, several sections of the book describe early development and how this development can be encouraged and related to ultimate independence. A section full of detailed suggestions shows how routine life experience contribute to building concepts of the world around him and of himself and his own body image. Use of remaining senses is also detailed, with special emphasis on sound localization and echo detection.

Webster, Richard. *The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently.* Jacksonville, Illinois: Katan Publications, 1977, 115 pp. (For additional information, contact the author at Illinois Braille and Sight Saving School, 658 E. State St., Jacksonville, IL 62650).

Professional Content in Lay Language: Do you from time to time wish for a simplified version of professional information about our field, something you might put into the hands of beginners, parents, new board members, etc.?

The Special Learning Corporation has come up with such a book, bringing together articles which are sound in content but which were written for the general public, including one from *Good Housekeeping* and two from *Harper's Bazaar.* At the beginning of the book are two excellent sketches of the eye, with parts labeled, and a glossary of special terms. A card showing the Braille alphabet in raised dots is bound into the book. The articles are organized into four sections: education, etiology of visual impairment, educational and vocational support systems, and rehabilitation.

Available from Special Learning Corporation, 42 Boston Post Rd., Guilford, CT 06437.

Again—The Mainstream: This little volume (73 pp.) by Martin and Hoben does seem to be born of experience and is intended to give practical help to the regular classroom teacher who has not previously carried responsibility for visually impaired students.

Part I describes four different but successful ways of serving visually impaired children in the mainstream, analyzes the reasons for their success and details the roles of the classroom teacher and the special educator.

Part II, perhaps the most valuable part of the publication, addresses the day-to-day questions and concerns of the teacher, including her own feelings and her very legitimate professional questions about such things as curriculum, safety, and procedures. It is here that the authors share their own experience with a simple candor so convincing that even an experienced teacher of the visually handicapped might find profit or, at least, support.

Part III faces the fact that there are still unsolved problems and suggests an expanded concept of support for mainstreamed children. The authors indicate the following continuing needs: 1) the need to learn specialized skills not related directly to the academic process; 2) the need to develop a realistic and positive self-image; and 3) the need to experience satisfying interpersonal relationships.

Martin, Glenda J., & Hoben, Mollie. *Supporting Visually Impaired Students in the Mainstream.* Available through the Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. Price $3.00.

For Teachers of Art: It is easy to suppose that for a teacher in the mainstream, faced for the first time with teaching a blind child, the teaching of art would seem one of the most difficult assignments. Logic may suggest that art lessons could appropriately relate to three-dimensional material, probably sculpture, but the teaching may still look difficult.

For such puzzled teachers—and many others—Tunkin and Kapperman have some excellent suggestions. They say that the understanding and use of negative space is vital to the success of any sculpture and, indeed, to the appreciation of sculpture. For the blind child, this concept could be introduced through music. The concept can then be transferred to space with a series of simple exercises using readily available materials, all described in their article.

Tunkin, Marena, & Kapperman, Gaylen. Teaching the Concept of Negative Space to Blind Children: An Experience in Art. *Teaching Exceptional Children,* Summer 1978, Vol. 10, No. 4, pp. 119-120.

A Reader's Guide: Although dated 1976, this publication has not previously come to our attention and therefore has not been mentioned here. The foreword indicates that the authors are parents who have experienced the problems of raising children with handicaps and the book is intended for other such parents.

The major content of the book is lists of books or other publications relevant to the following disabilities: learning disabilities, mental retardation, autism, emotional disturbances, physical handicaps, epilepsy, visual handicaps, hearing impairments, speech handicaps, cleft palate, and multiple handicaps. Naturally, none of the lists can be long or complete. Seventeen publications are listed for parents of visually handicapped children. All are certainly appropriate, although they vary widely in depth from some written specifically for parents to several at the professional level.

Indeed, two other sections of the book might prove of greater interest. The first is a list of more general books about understanding children with disabilities, providing play, recreation, and family activities, and the value of dance, music, and dramatics. The second is a list of books for children about handicapped children; this section lists two books about children with visual handicaps.

Moore, Coralie B., & Morton, Kathryn G. *A Reader's Guide For Parents of Children with Mental, Physical, or Emotional Disabilities.* For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Price $3.00.

Practical Curriculum Guides: The Greater Pittsburgh Guild for the Blind is publishing a "professional series" which, to date, consists of three quite detailed guides for segments of rehabilitation training. The content results from staff experience with at least a thousand trainees in the rehabilitation center of the Guild so the material is the product of rich experience well supported by professional theory, and organized to meet the real needs of trainees and training staff. In each guide, a series of units describe relevant objectives, suggested learning experiences and procedures to meet those objectives, and means of evaluating the success of the teaching.

The curriculum guide for *Sensory Training* provides units on Auditory Sense, Tactual-Kinesthetic-Thermal Senses, and Chemical Senses. The guide for *Household Arts* includes a discussion of general objectives plus seven specific units: Orientation in the Kitchen, Basic Food Preparation, Advanced Food Preparation, Laundry, Housekeeping, Basic Sewing, and Advanced Sewing. For the guide on *Orientation and Mobility* there are ten units: Use of Sighted Guides, Basic Indoor Orientation and Cane Skills, Residential Sidewalk Travel, Residential/Suburban and Rural Non-Sidewalk Travel, Light Controlled Intersections, and four units on travel in varied business areas.

All of the guides include progress charts which could be reproduced for use with individual trainees, those on sensory training and O & M include glossaries, and that on household arts includes a metric table and several training recipes which can be prepared within a class period. All three guides include some illustrations.

Although designed for use in rehabilitation centers, almost all of this material would be equally useful in school settings and most of it could easily be adapted for younger children by a minor change in the suggested activities.

Available for $5.00 each, prepaid, from Greater Pittsburgh Guild for the Blind, 311 Station St., Bridgeville, PA 15017.

Visually Impaired and Multiply Handicapped: One of the many publications spurred by Public Law 94-142, this little volume is directed chiefly to those who are not already specialists in the education of visually handicapped children. Yet the authors are leaders in their fields and the content is excellent, often quite detailed, and could provide a good reference resource.

Dr. Eleanor E. Faye describes the child with low vision, using several case studies to make this description come alive. Dr. Robert Shindler describes the anatomy and function of the various parts of the visual apparatus, touching lightly on the nature of the more frequent eye defects; this particular chapter might be easier for the novice to understand if it included a good diagram since the complex structure of the eye is hard to put into words alone.

The editor, Jeffery Grotsky, provides a broad description of the various types of educational programs commonly provided for visually impaired children, including children with additional handicaps. He makes a strong plea for early identification and urges the provision of a normal social setting for the visually impaired pre-school child. Verna Hart argues for appropriate educational opportunities for multi-handicapped blind children, saying: "It is necessary to program as though each child will succeed, make rapid advancements and attain a high level of development. By having such an expectancy, the teachers will not be relegating the multi-handicapped child to a low level of development because of an attitude that the child cannot learn. All multi-handicapped children are capable of learning, although the level of learning may differ from child to child."

George Klinkhammer discusses career education with some special applications to blind workers; his material would in most cases also be applicable to children with other severe handicaps. Joan Chase reviews the psychological implications of impairment with differentiation between children totally lacking vision, those with some visual loss, and those with other additional handicaps. Her chapter is brief but her reference list provides a fine resource for those who wish to study the area in greater depth.

Finally, William Murphy writes about mobility and the school's contribution to development of good mobility. He includes some guidelines for mobility training and evaluation, a glossary of more familiar mobility terms and a brief discussion of mobility aids.

Grotsky, Jeffery (ed.) *Individualized program planning for the visually impaired and multi-handicapped.* Blackwood, N.J.: Potential Publishing Company, 1977, 134 pp. Price $7.95.

Mary K. Bauman
Reviewer

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FOUNTAINHEAD

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Deadline Dates: All AEVH members are encouraged to submit items of interest to the membership for consideration for publication in the *Fountainhead.* The deadline dates for copy for each issue are:

August 15	Fall issue
October 15	Winter issue
January 15	Spring issue
March 15	Summer issue

Pictures: We also welcome black and white glossy photographs, preferably featuring visually handicapped students. Photographs should be approximately 5″ x 4″ (or able to be cut to this size) and of a nature that they fit vertically on the cover.

Our Cover: Lisa Salinger, a student in regular classes in Susquehanna Township, Capital Area Intermediate Unit. Harrisburg, Pa., explores her relief globe.

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BYLAWS REVISION

The new Bylaws are now in effect! You will recall that the Summer 1978 issue of *FH* carried the complete text of the recommended Bylaws revision as well as the Association Constitution and Bylaws which had last been changed by the vote of the membership in June 1973. As reported in the Fall *FH*, the membership voted in Dallas to accept the procedure for making the changes as outlined by the Ad Hoc Bylaws Revision Committee. The mail balloting was done last fall and, by a vote of 320 to 5, the new Bylaws were accepted. As explained by Executive Secretary Leland C. Sanborn in the letter which accompanied the ballot, any appointments made to Association Boards or

Committees which have terms differing from those provided for in the new Association Bylaws will complete the original term. The major change in the new Bylaws, making the position of regional representative on the Association Board of Directors an *elected* rather than an *appointed* position, will become effective with the 1980-82 biennium. If you have misplaced the Summer issue of the *Fountainhead* and would like a copy so that you can refer to the new Association Bylaws, please contact the central office.

BOARD OF DIRECTORS MEETING

The AEVH Board of Directors held its annual Board Meeting in Louisville, Kentucky, on November 3 and 4, 1978. While it is impossible because of space restrictions to give a complete accounting of all action taken at this meeting, we will give a brief summary below. The Board will meet again in the spring, and future issues of *FH* will continue to keep all of you up to date on the action of your Board.

Computerization: As reported in the last issue of *FH,* the Board has, for more than a year, been considering adopting a computerized system for the association membership files. The feeling is that the central office operations could be streamlined and that computerization would provide better services to the regions and chapters. In addition, a computerized system would make it possible for the Association to adopt a floating membership year (each membership running one year from the date of payment rather than from January 1 to December 31). This fall the Board voted unanimously to authorize the executive staff, Second-Vice President Paul J. Lewis, and Secretary-Treasurer Verna S. Hart to enter into a contract (up to $2,000 for 1979) for computer services. Following the Board Meeting, the above individuals met with representatives from a computer concern and outlined the needs of the Association. The plan is for the system to go into effect immediately and, for the first part of 1979, to run concurrently with the existing addressograph system to try to eliminate programming errors. It is anticipated that it will be in full operation by the fall of 1979. In conjunction with this, the Board made the changes necessary in its Board Policies to enable the membership year to run one full year from the date of the membership payment (a floating membership year). It is anticipated that memberships will be processed on this basis by July of 1979. Regional membership chairpersons will be notified when this becomes effective. The 1979 budget carries a new expense item to cover the costs of computerization.

Finance: The Board formally approved the 1979 budgets of the Association for both the general account and the publications account (see below). In presenting the budgets to the Board, Secretary-Treasurer Hart pointed out that the Finance Committee was forced to recommend a deficit budget of $5,000 for 1979. She indicated that this is a continuation of the trend noted in her report on the financial status of the Association which was made to the membership at the Business Meeting in Dallas in June 1978. (An accounting of Dr. Hart's report appeared in the Fall issue of *FH.*) This trend will be reversed if the membership approves a dues increase which would be effective for the 1980 fiscal year. She also noted that the Association holds assets which will more than cover this deficit, but emphasized that a dues increase is necessary to insure a firm financial future.

General Account

Income		
Membership	$52,900	
Investment	5,500	
Chapter Dues	900	
Miscellaneous	2,200	$61,500
Expenses		
Occupancy	$ 4,550	
Personnel	29,400	
Office Supplies	1,250	
Equipment	1,000	
Printing	2,400	
Stationery	600	
Accountant/Consultant	3,800	
Staff Travel	1,900	
Officer Travel	1,100	
Computer Services	2,000	
Postage	2,200	
Telephone	800	
Professional Activities		
Publications	6,250	
WCWB	150	
ICEVH	700	
NAC/ALL	200	
Chapter Rebate	900	
Regional Rebate	6,800	
		$66,500

Publications Account

Income		
Transfer for members	$ 6,250	
Sales and Subscriptions	11,140	
		$17,390
Expenses		
Editorial Costs	$ 3,600	
Printing *FH*	3,600	
Printing *EVH* (print & braille)	9,350	
Copyrights	40	
Postage	800	
		$17,390

Dues Increase: The Bylaws of the Association, as approved by the membership last year in the mail ballot, specify that:

> The rates of dues and categories of membership of the Association shall be recommended to the membership by an affirmative vote of a simple majority of the Board of Directors of the Association. Ratification of the recommendation of the Board of Directors shall require a majority vote of the membership present at a called meeting of the membership when a quorum is present *or* a majority of returned ballots in a mail referendum distributed to the entire membership.

> In either situation, the Board of Directors shall notify by mailing the complete text of their recommendations to each voting member of the Association no less than sixty (60) days prior to the final vote. [Article III, Section 3]

In accord with the Bylaws, Leland C. Sanborn, Executive Secretary of the Association, acting upon the unanimous motion and direction of the Board of Directors, has prepared the following recommendation for consideration by the membership.

As announced at the Business Session of the 54th Biennial Conference in Dallas last June, AEVH must revise its dues structure to continue to exist and to provide services. With income totaling less than necessary expenses in 1977 and again in 1978, the Association has had to use savings to meet operating costs. The Board of Directors has approved an association deficit budget for 1979 because padding membership income is unrealistic. Once again, savings assets will be used to meet expenses in 1979. The following recommended changes in the dues structure (the first in over five years), if approved, will go into effect for the 1980 fiscal year and should provide sufficient income to balance our finances.

By unanimous action of the Board of Directors on June 28, 1978, and again on November 3, 1978, the following changes in dues and membership categories are recommended:

Student and Retired

Current dues: $ 6.50
Proposed dues: 10.00

Paraprofessional (now listed as houseparent aide, child care aide, houseparent, parent, health personnel, teacher assistant)

Current dues: $9.75 and $13.00
Proposed dues: 15.00

(Note: A paraprofessional, as described by the certification committee in their preparation of standards for paraprofessionals, is "a person with special skills and training who is a paid member of an educational team that contributes to the growth of children who have visual impairments and who may be multiply impaired. These individuals include, but are not limited to, houseparents, teacher aides, child care workers and aides, residential assistants, youth leaders, orientation and mobility aides, proctors, and media assistants.")

General Professional (now listed as foreign members and classroom, itinerant, and resource teachers)

Current dues: $13.00 and $19.50
Proposed dues: 25.00

Administrator (now listed as administrators, counselors, supervisors, college professors, state consultants, etc.)

Current dues: $26.00
Proposed dues: 30.00

Agency Corporate

Current dues: $ 25.00
Proposed dues: 100.00

In addition to the category changes noted above, the Board of Directors also recommends that:

1. Supporting Memberships be removed from the listing of membership categories and established as a separate contributions fund
2. The membership category of Parent Group Corporate be eliminated
3. The Life Membership category be eliminated (new life memberships will not be accepted, but mem-

berships in payment and paid-in-full life memberships will continue to be honored)

4. The membership category of Husband-Wife be eliminated since so few couples chose to enroll on this plan (requests will be treated on an individual basis)
5. The School Corporate membership remain the same ($1 per student enrolled as of September 30 or $50, whichever is greater)

The above is considered the official notice of the Board recommendations. A mail ballot will be sent to all voting members later this year for their reaction to these recommended changes.

Workshops: Second Vice-President Paul J. Lewis, Coordinator of the Workshops for the 1978-80 Biennium, reported on his survey of workshop officers. While there was not time to discuss in detail the reactions of the past and present officers who responded to the survey (over a 50% response rate!), the Board agreed to review the materials Mr. Lewis prepared and to discuss the matter in detail at the Spring Board Meeting. The consensus of the officers and past officers of the workshops was that the workshop structure of the Association is one of its greatest assets; the opportunity for exchange of ideas in small, specialized sessions during the biennial conferences was cited as an important part of each of the meetings. Any changes in the workshop structure will be announced after the Spring Meeting.

Membership: First Vice-President Andrew S. Papineau reported on the status of membership. He noted that the Association is continuing its trend of slow growth, increasing from 2401 members in 1977 to 2438 members in 1978. The breakdown of membership is:

Residential members	1,136
Non-residential members (including individual members in day schools, agencies, and colleges and universities)	864
Student members	296
School Corporate members	43
Agency Corporate members	39
Other (retired, parent, supporting, etc.)	60
	2,438

An analysis of the sources of membership shows that the Association is still not reaching educators in day schools, private agencies, or colleges and universities. It is hoped that regions will find that the floating membership year will make membership recruitment easier this summer during the regional conferences.

Chapters: Mr. Papineau also reported that in addition to the existing chapters (Arizona, Northern California, Southern California, Florida, Greater Metropolitan New York, and Ohio), the central office has received requests for information about the formation of chapters from individuals in Alabama, Kansas, and Oregon.

Anyone wishing information about the newly organized chapters, about the existing AEVH chapters, or about starting a new chapter, should contact the central office.

Group Liability Insurance: At the last Board Meeting, the Board asked the Executive Secretary to get information about group personal liability insurance so that it could consider offering this form of personal insurance as a membership benefit. Mr. Sanborn reported that several carriers were interested in writing a policy for the Association, although some felt that, since many members might be covered through other insurance plans, they would like a survey of the membership. Mr. Sanborn will continue his investigations of various plans but, in the meantime, would appreciate any member who would like information about group personal liability insurance to contact the central office as soon as possible so that he has an idea of the approximate number of members interested in this plan.

Publications: Both the Publications Board and the Association Board of Directors spent some time considering the existing publication policies of the Association and discussing the role of the Publications Board. At the request of J. York Hudgins, Chair of the Publications Board, the Board of Directors agreed unanimously to authorize travel expenses for a meeting of the Publications Board to be held this spring. The Board, in addition to defining a working policy for its operation, would like to have the time to do an in-depth evaluation of the existing AEVH publications in relation to the other publications in the field. The results of this meeting will be announced in future issues of the *Fountainhead.* In the Meantime, if any members would like to make comments about or suggestions for improving the publications of the Association, please address correspondence to Mr. Hudgins at the central office address.

1982 Conference: By a vote of nine to one, the Board voted to accept the recommendation of the South Central Board to hold the 56th Biennial Conference in Nashville, Tennessee. Nashville is known as "Music City U.S.A." Opryland, a unique 110-acre entertainment park, tells the story of American music from folk to jazz. The park has as its center the new Grand Ole Opry House, home of The Nashville Sound. The city is served by eight major carriers and the airport is only 15 minutes from downtown Nashville. Bids have been received from several hotels and, by the publication of the next issue of *FH*, we will be able to tell you where you will be in 1982!

55th BIENNIAL CONFERENCE AND THE HELEN KELLER CONGRESS

AEVH has (with only a few exceptions), since 1872, held its biennial conference in the last week of June or in early July. In 1977 the Northeast Region selected Boston as the desired site of the 1980 meeting and, after negotiating with hotels in the Boston area, the Association contracted with the Park Plaza for June 22-26, 1980.

During 1978 the American Foundation for the Blind began making tentative plans to hold a special Congress in honor of the 100th birthday of Helen Keller. Since Ms. Keller's birthday is June 27, and because of her association with Perkins School for the Blind, the planners decided to hold an event in Boston the week of June 23 to 27. So . . . AEVH is in luck! Not only will our members have a chance to attend our own professional meetings, but they will also have an opportunity to participate in the activities of the Congress. While not all the mechanics are set, we do have certain information which we would like to share with you now so that you are sure to make plans to be in Boston June 22-27, 1980!

AEVH will house its registrants and hold all its professional meetings at the Boston Park Plaza (the former Statler Hilton which has undergone extensive renovations). The Park Plaza is approximately six blocks from the Convention Center (where the Congress sessions will be held) and is within easy walking distance of old and new Boston, the shopping areas, and theatre and entertainment districts. The hotel offers an ample number of meeting rooms for our general, concurrent, and workshop sessions—most of which are located on one floor for easy accessibility.

Our meetings will open, as is traditional, on Sunday evening (June 22) with our Keynote Address and opening reception. General, concurrent, and workshop sessions will be held through noon on Thursday. The AEVH meetings (except for our business meetings) will be open to anyone registered for the Congress, and any of our registrants will be able to attend the Congress sessions at no charge.

The official title of the Congress is "Helen Keller Congress: Blueprint for the Future." In addition to the AEVH 55th Biennial Conference, other national organizations and associations are being asked, if at all possible, to change any scheduled meeting to Boston at the same time. All Congress meetings will be held at the John B. Hynes Convention Center. Individual organizations and associations which wish to hold either business or professional meetings can make arrangements to do so with the hotels in the Boston area.

The Congress will open on Monday evening, June 23, with the Keynote Address. The tentative schedule for the other meetings is:

Tuesday, June 24
9:00 a.m.-12:15 p.m.
General and concurrent sessions dealing with "Children and Youth"

Wednesday, June 25
9:00 a.m.-12:15 p.m.
General and concurrent sessions dealing with "The Working Years"

Thursday, June 26
9:00 a.m.-12:15 p.m.
General and concurrent sessions dealing with "The Later Years"

Friday, June 27
9:00 a.m.-12:15 p.m.
General and concurrent sessions dealing with "Human Rights and Responsibilities"

While exact program information is not yet available, the Foundation is getting input from the AEVH Program Committee as well as from other national organizations and associations involved in work with the blind. Marion W. Wurster of the Foundation is investigating possible activities for the social hours which sound varied enough to offer something for everyone. So, do be sure to be in Boston June 22-27, 1980, to join, not only your fellow AEVH professionals, but also the anticipated 2,500 registrants for the Helen Keller Congress! If you have ideas for the AEVH program, or would be interested in having a specific area relating to education of the visually handicapped included in the program for the Congress, please contact the President-Elect of AEVH, Richard G. Umsted, in care of the central office.

AEVH-AAWB

Acting upon the direction of the boards of directors of AEVH and the American Association of Workers for the Blind (AAWB), a committee comprised of representatives of both organizations met in Louisville on November 3 to: 1) discuss possible joint conferences; and, 2) draw up suggested approaches for studying the possibility of a merger of the two associations. AEVH was represented by President James E. Haralson, President-Elect Richard Umsted, First Vice-President Andrew S. Papineau, and Second Vice-President Paul J. Lewis (sitting in for past board member D. Gary Coker who was unable to attend). AAWB was represented by its President Mary K. Bauman and by Gerald Dunlap and Philip Hatlen. John Best, an appointed AAWB representative, was unable to attend.

The Committee listed four points in

discussing the possibility of future joint conferences of the two associations:

1. It recognized that the Helen Keller Congress, in which both AEVH and AAWB will participate, replaces any joint meeting in 1980.
2. It recommends encouraging AEVH regions to invite corresponding AAWB regions to the 1979 AEVH regional meetings and for the AAWB regions to invite the corresponding AEVH regions to their 1980 regional meetings.
3. It encourages joint meetings of AEVH and AAWB at the local or chapter level.
4. It recommends that consideration be given to a joint meeting of the two associations in Toronto in 1981 when AAWB will hold its biennial convention.

The Committee also discussed the possibility of the two associations merging and agreed to recommend to the boards of directors of both AEVH and AAWB that:

1. An evaluation instrument be devised to send out to the officers of the regions of both associations who have participated in or plan to participate in joint AEVH-AAWB activities.
2. The AEVH *Fountainhead* and the AAWB *News and Views* will publish a series of articles which describe the pros and cons of such a merger.
3. After the membership is informed of the issue (through the action taken in item 2 above), the associations will survey their memberships.

The above was reported to the AEVH Board of Directors at their meeting on Sunday, November 4, 1978. The Board discussed, in some detail, the possibility of a merger of the two associations. Some of the Board members reflected the feelings of their regions concerning such a merger, indicating that joint meetings and conferences on regional and local levels had proved beneficial to both groups. The Board agreed unanimously to authorize the presidents of both organizations to implement the steps outlined by the Committee. It further recommended that this issue be referred to the AEVH Long Range Planning Committee for its consideration in the formulation of short- and long-term goals for the Association. Future issues of the *FH* will keep you informed.

LET'S COOPERATE!

Donald H. Edwards, the Chair of the Western Region and Director of the Oregon School for the Blind, has asked that we publish the following "guest editorial."

It seems that each year our work gets a bit more complex. With increased frequency we are asked to fill out more forms, increase our accountability, assume more responsibility, bear more frustrations, and go home from work just a bit more hassled. Many states and communities are experiencing taxpayer revolt and unrest and, for many of us, proper funding is in serious jeopardy. More of our time will be spent in this area of adequate financing of our programs.

Educators and workers of visually handicapped children are a minority among special educators and it seems to me imperative that we who work in this field get together as a solid voice in total support of our programs. There are three good professional organizations in our field, AEVH, CEC/DVH, and AAWB, and two strong major organizations of the blind, to one or more of which most of us belong. However, there may be times when these five groups are unaware of what the other is doing or saying or may be in outright professional conflict with each other. In my judgment we are going to have to combine our efforts, strengthen and support each other, and speak in a unified voice if we are to be effective.

Nationally, regionally, by state, and locally, our organizations sponsor conferences and workshops for their members. Why not expand our AEVH meeting invitations to members of CEC/DVH and AAWB? Why not get better support from our consumers and former consumers by inviting members of the NFB and ACB?

I am convinced that by our avoiding professional fragmentation and getting all our little acts together into a major production, we will be in a much better position to serve our various clients more efficiently and effectively. I would be very interested in receiving your comments on this subject so that I might share your feelings with a committee I chair. Please write to: Donald H. Edwards, Director, Oregon School for the Blind, 700 Church St., S.E., Salem, OR 97310.

BE A WRITER!

One of the major responsibilities of educators, regardless of the level in which they function, is to communicate with other likeminded professionals regarding those activities in which they are engaged which are particularly successful, effective, innovative, or promising. *Education of the Visually Handicapped (EVH)* wants to encourage writing by professionals and paraprofessionals at all levels, particularly by those persons who directly serve children in the field. Quite often people who have something to say don't say it because they either lack the skills to write sufficiently well for publication or they are afraid that whatever they write wouldn't be acceptable by a journal such as *EVH.*

Writing does take time and it does require a certain amount of talent. However, articles which are written clearly, are concise, and are presented in plain language with the minimum number of grammatical errors can be usually be shaped up through the editorial process so that they are quite suitable for publication. AEVH is intensely interested in increasing the flow of up-to-date knowledge for professionals in order to keep abreast of the latest developments in the education of visually impaired children. We want to help professionals to do a better job. Won't you please help?

The guidelines for submitting articles for consideration for publication are printed below. Please take a minute to think of the kinds of things you are doing that would be of interest to others, read the guidelines for submission of articles, put your thoughts down on paper, and send the final product to the Editor of *EVH,* Don L. Walker, Department of Special Education, Ruffner Bldg., Room 152, University of Virginia, Charlottesville, VA 22903.

> Manuscripts should be submitted on 15 or 20 pound bond *in duplicate* (either an original plus a carbon or an original and a copy) on 8-1/2" x 11" paper. Pica type is preferable to elite. All manuscripts should be double-spaced with a left-hand margin of 1-1/2 inches; all other margins should be one inch.
>
> Both the body and the references in the article should follow the format and style suggested in the Publication Manual of the American Psychological Association, 1967 Revision (Contact: APA, 1200 Seventeenth St., N.W., Washington, DC 20036.).
>
> Articles may vary in length depending on the nature and content, but should not exceed 2,500-3,000 words and should be at least 500 words.
>
> Reports of research studies, study analyses, original classroom ideas or techniques, and general articles of value to educators, parents, college students, etc., are all considered appropriate.

MEETINGS

DVH/CEC: A special Division for the Visually Handicapped workshop session is scheduled for Tuesday, April 24, 1979, from 1:15 to 5:00 p.m. during the annual Council for Exceptional Children convention in Dallas to review and discuss the *Guidelines for Public School Programs Serving Visually Handicapped Children.* The purposes of the workshop are to: 1) decide what modifications are recommended in order to help administrators and supervisors plan more effective programs for visually handicapped students, and 2) revise the document accordingly during the workshop session. The workshop will be conducted by Dr. Geraldine T. Scholl of the University of Michigan and Dr. Susan Spungin of the American Foundation for the Blind.

Drs. Scholl and Spungin have asked that anyone planning to attend this session purchase a copy of the *Guidelines* prior to the meeting (AFB, 15 West 16th St., New York, NY 10011, price $2). If you are unable to attend the CEC meeting but wish to have some input into this process, please write directly to Dr. Spungin at the Foundation sending $2. She will send you a copy of the *Guidelines* and a suggestion form to return with your reactions.

National Braille Association: The NBA will hold its 15th National Conference on May 14-17, 1979, at the Hilton Hotel in Pittsburgh, Pa. Co-hosted by the Bower Hill Braillists Foundation and the Rodef Shalom Temple Sisterhood, the Conference will include thirty-five workshops in all media–braille, large type, and tape. The conference planners indicate that some of the sessions deal with topics never covered in NBA meetings, including teaching the Nemeth Code and "scanning" the Nemeth Code. Complete details will be mailed to all NBA members in the Spring of 1979. If you are not an NBA member and would like to receive this mailing, please contact: Mrs. Warren S. Cook, 645 Arden Lane, Pittsburgh, PA 15243.

Pennsylvanians: The 8th Annual Spring Conference for Educators of Visually Handicapped in Pennsylvania is scheduled to be held Thursday and Friday, March 1 and 2, 1979, at the Host Inn in Harrisburg. Topics which will be covered during the two-day meeting include: an IEP clinic for those seeking guidance on procedures or program content; reports of model programs in pre-vocational and pre-school areas, specifically for visually impaired; presentation of an environmental conditioning approach to orientation and mobility instruction; demonstration/discussion of educationally relevant aspects of low vision assessment; updated information on new materials and equipment available for instruction. For more information, please contact: Linda Drummond, Administrative Assistant, Penn D-B Center, 236 Union Deposit Mall, Harrisburg, PA 17111.

VISERV Conference: The Visually Impaired: Services, Educators, Resources and Volunteers of Colorado are holding a conference on April 27 and 28, 1979, for educators, rehabilitators, volunteers, parents, visually impaired individuals, and other interested people. The meeting will be held in Greeley, Colorado. For more information, please contact: VISERV, Main P.O. Box 8794, Denver, CO 80201.

Music Career Seminar for the Handicapped: The NARAS Institute, the educational arm of the National Academy of Recording Arts and Sciences, in conjunction with the Louis Braille Foundation, will sponsor "Music Outreach," a special vocational seminar dealing with opportunities in the music industry for the physically handicapped. This seminar will be held on March 31 and April 1, 1979, in Chicago.

Included as a part of the seminar will be a series of panels and forums on the music and recording industry. Leading music industry executives and performers will serve as guest panelists, including singer Al Hibbler and songwriter Otis Blackwell.

The registration fee for the two-day seminar will be $25. A music industry scholarship fund has been set up for persons unable to afford registration and transportation costs. Seminar applications are available from: Dept N, Louis Braille Foundation, 215 Park Ave. S., New York, NY 10003; for seminar scholarship and travel information contact: NARAS Institute, c/o James A. Progris, University of Miami, Box 248165, Coral Gables, FL 33124.

PERSONNEL

Woolly Honored: AEVH Past-President James Max Woolly, LL.D., Superintendent of the Arkansas School for the Blind, was one of two recipients of the Migel Medal which is presented annually for outstanding service in work for the blind by the American Foundation for the Blind. The other recipient was Robert H. Bennett, a member of the board of directors of the New York Association for the Blind and the National Industries for the Blind.

The medal, established in 1937 to honor the late M.C. Migel, first president of the Foundation, is given annually in recognition of outstanding contributions in education, rehabilitation, and social welfare, concerned with blind persons both directly in the field of blindness and outside of the blindness system.

Dr. Woolly was elected to AFB's Board of Trustees in 1962. Since 1967 he has served on AFB's Executive Committee as Vice-President, and he currently chairs the Editorial Advisory Board of the *Journal of Visual Impairment and Blindness.* He began his career as teacher, then principal, of the Arkansas School. Since 1947 he has been the school's superintendent. From 1962-64 he was president of AEVH. He was a delegate and assistant secretary of ICEVH (International Conference for the Education of the Visually Handicapped) and is currently president of the North American Region of ICEVH. He has served on the board of directors of the American Printing House for the Blind and the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

In 1970 he received an honorary Doctor of Laws degree from Hendrix College in Arkansas. In 1966, in recognition of his work with the deaf-blind, he received the Anne Sullivan Award on the occasion of the Anne Sullivan Centennial Commemoration.

Teacher/Consultant: Teacher with training in the area of visual impairment for itinerant teacher/consultant position with special project serving handicapped children. Service will be in a five-county area in south-central North Carolina (near Charlotte). This person will work directly with severely handicapped children and as a consultant to teachers of less severely handicapped children. Twelve-month position; salary range: $11,500 to $14,000. Interested persons should contact: Reed Furr, 619 Wall St., Albemarle, NC 28001 (Phone 704/983-2126).

Assistant/Associate Professor: January 1979 or September 1979 for Assistant or Associate Professor, tenure track, in Special Education in the area of the visually handicapped. Responsibilities include teaching graduate courses, supervising field experiences, advising masters and doctoral level students, explaining program to meet the needs of the multihandicapped blind, and assisting in multi-disciplinary community-based programs. Must have doctorate or ABD in vision and at least two years teaching experience with (multihandicapped) visually handicapped children. Salary is negotiable. Send resume to: Dr. Terrence Piper, Chairperson, Dept. of Special Ed., Ritter Annex 877, Temple University, Philadelphia, PA 19122.

Educational Consultant III: The Florida Department of Education is seeking someone to fill the position of Educational Consultant III, Division of Public Schools, Bureau of Education for Exceptional Students. Qualifications are: a master's degree in education, educational administration or the appropriate field of specialty and six years of experience in teaching or administering educational programs, or a doctor's degree in education, educational administration or the appropriate field of specialty and four years of experience. Duties include providing technical assistance to supervisory, administrative, and instructional personnel for the planning, developing, implementation, and evaluation of educational programs for exceptional students who have been identified as visually impaired. Serves as a liaison with the Division of Blind Services and the Florida School for the Deaf and the Blind in coordinating efforts to meet the needs of visually impaired students. For more information, contact: Personnel Office, Department of Education, Room 304 Knott Bldg., Tallahassee, FL 32304, referring to position number 00283.

Rehabilitation Instructor: The Carroll Center for the Blind (formerly the Catholic Guild for All the Blind) has announced two vacancies for management/communication instructors. Applicants should have a degree (MA or BA) in rehabilitation or in a related major field in the area of visually impaired or comparable training with successful teaching experience. Rehabilitation Instructors are responsible for providing an individualized program of instruction to each of the assigned students in order to develop, to the maximum level, their residual senses and their individualized independence skills and abilities. For more information, contact: Martin S. Yablonski, Administrator of Program Services, Carroll Center for the Blind, 770 Centre St., Newton, MA 02158.

FROM THE REGIONS

While the results of the election of the officers of the regions were announced at the Biennial Conference in Dallas in June, we have printed below the names of all the officers for each region for the benefit of the AEVH members who were unable to attend these meetings. Note that the address is included for each regional chairperson. We urge each of you to correspond with your regional boards, letting them know of your needs!

Northeast (Connecticut, Maine, Massachusetts, New Hampshire, New Brunswick, Nova Scotia, Quebec, Rhode Island, Vermont, Newfoundland):

Chair:	John L. Morse Diagnostic Evaluation Unit Amoskeag Center for Educational Services 4 Elm St. Manchester NH 03101
Chair-Elect:	Kevin Lessard, Massachusetts
Secretary-Treasurer:	Jonathan C. McIntire, New Hampshire
Directors:	Wilma Hull, Massachusetts Helena M. Mercier, Rhode Island Ruth E. Zimmerman, Massachusetts
Immediate Past Chair and Representative to the Association Board:	William C. Sullivan, Vermont

Almost 200 people attended the Joint AEVH-AAWB Regional Conference September 27-29, 1978, in Gallilee, Rhode Island. In addition to business meetings of both associations, the program included speakers on the eye and eye diseases, toys for visually handicapped children, low vision, the preparation and relationship between IEP's and IWRP's, and an integrated approach between the education and vocational rehabilitation services to visually handicapped students.

The Northeast Region has had several of these joint meetings and, based on the past successes, has begun plans for another which will be held in 1979. In addition to this meeting, the Regional Board has decided to investigate the possibility of using regional funds to disseminate regional publications and workshop documents which would be of value to the regional membership and to explore the possibility of developing a resource booklet listing persons throughout the region who are involved in serving visually handicapped students. This booklet would outline the expertise levels of these people so that anyone planning inservice training would have suggestions of who to approach to share specific skills.

The Regional Chairperson, John Morse, is particularly concerned in obtaining feedback from the AEVH membership in the Northeast Region. Please contact him directly if you have suggestions for unmet needs.

The following people have been appointed to committee positions for the 1978-80 Biennium:

55th Biennial Conference Host Committee Chair:	Dennis Lolli, Massachusetts
Legislative Chair:	Robert Long, Connecticut
Membership Chair:	Carla Wirzburger, Connecticut
Nominating Chair:	To be announced
Program Chair:	Kevin Lessard, Massachusetts

Middle Atlantic Region (Delaware, District of Columbia, Maryland, New Jersey, New York, Ontario, Pennsylvania):

Chair:	Janet Simon, Educational Director Western Pennsylvania School for Blind Children 201 N. Bellefield St. Pittsburgh, PA 15213
Chair-Elect:	P. Coker Stogner, New Jersey
Secretary-Treasurer:	Jeanne P. Leiper, Pennsylvania
Directors:	Rona A. Shaw, New Jersey Glenn E. Thompson, New York Emily B. Yeager, Pennsylvania
Immediate Past Chair and Representative to the Association Board:	Rosemary O'Brien, Maryland

The Region plans to hold its 1979 Regional Conference October 12-14, 1979, at the Mount Airy Lodge in the Pennsylvania Poconos. Additional information about the meeting will be published in future issues of *FH* as well as in the regional newsletter.

The following people have been appointed to committee positions for the next biennium:

Editor, Newsletter:	Rona A. Shaw, New Jersey
Membership Chair:	Emily B. Yeager, Pennsylvania
Nominating Chair:	Nan C. Dempsey, New Jersey
Program Chair:	P. Coker Stogner, New Jersey

Southeast Region (Florida, Georgia, North Carolina, South Carolina, Puerto Rico, Virgin Islands, Virginia, West Virginia):

Chair:	Samuel J. Cole, Director The Governor Morehead School 301 Ashe Ave. Raleigh, NC 27606

Chair-Elect:	Donovan Jones, Florida
Secretary-Treasurer:	Marie K. Kreimer, Florida
Directors:	Pat Carpenter, Georgia Richard E. Hyer, Georgia Mary C. Powers, South Carolina
Immediate Past-Chair and Representative to the Association Board:	J. York Hudgins, Georgia

The Southeast Region plans to hold its regional conference in Daytona Beach at the Plaza Hotel on August 12-15, 1979. While final plans are not set, the regional board and a special conference planning committee have discussed having three concurrent sessions which will be repeated at least once during the meetings to enable the maximum number of people to attend each session.

During a board meeting the Board formally voted to donate $321 to the Association to help offset the costs of computerization for 1979. In recent correspondence to the central office Secretary-Treasurer Marie K. Kreimer commented, "I personally believe the computerization of records will result in better service to members and feel the Board took forward measures in arranging for this service." The Association Board thanks the Southeast Region!

The regional board further authorized the expenditure of up to $500 to pay for the expenses involved in producing a minimum of two issues of the regional newsletter.

The following committee appointments have been made:

Legislative Chair:	Mary C. Powers, South Carolina
Membership Chair:	Marie K. Kreimer, Florida
Nominating Chair:	Richard E. Hyer, Georgia
Program Chair:	Donovan Jones, Florida

North Central Region (Illinois, Indiana, Iowa, Kansas, Kentucky, Manitoba, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin):

Chair:	Richard M. DeMott 1107 G Ave. Vinton, IA 52349
Chair-Elect:	Ralph E. Bartley, Kansas
Secretary-Treasurer:	Richard W. Webster, Illinois
Directors:	Lou Alonso, Michigan Hilda Caton, Kentucky Judy Matsuoka, Illinois
Immediate Past-Chair and Representative to the Association Board:	Gaylen Kapperman, Illinois

The North Central Region has a new newsletter, "The Teacher Exchange." Editors Patti Eswein, Virgene Martin, and Jan Olson have put together a very up-beat, "with it" publication. The first issue we saw was full of ideas *for* teachers, many of which were shared by other teachers. Most of the activities require little, if any, expenditure of funds which should make them extra attractive! Any AEVH member living in the North Central Region (see the listing of states and provinces above) who did not receive a copy of this publication should contact the editors to have his/her name placed on the mailing list. In addition, the editors ask that members in the North Central Region "Send us your tried and tested ideas! The very best resource is each other. So let's share . . . teachers, principals, student teachers, and college professors." Contact: Teacher Exchange, 1100 State Ave., Kansas City, KA 66102.

North Central committee appointments are:

Legislative Chair:	Gaylen Kapperman, Illinois
Membership Chair:	Ralph Bartley, Kansas
Nominating Chair:	Hilda Caton, Kentucky
Program Chair:	Hugh Pace, Kansas

South Central Region (Alabama, Arkansas, Colorado, Louisiana, Mississippi, New Mexico, Oklahoma, Tennessee, Texas):

Chair:	Leonard M. Ogburn, Assistant Superintendent Arkansas School for the Blind Box 668 Little Rock, AR 72203
Chair-Elect:	John P. Best, Texas
Secretary-Treasurer:	Ruth I. Krienhagen, Oklahoma
Directors:	Ralph Brewer, Tennessee Jim Deremeik, Arkansas Beal Pickett, Oklahoma
Immediate Past-Chair and Representative to the Association Board:	R. Max Casey, Oklahoma

The South Central Board of Directors has chosen Nashville, Tennessee, as the site of the 1979 Regional Conference. The theme of the meeting will be "The Time is Now." Plans are for the meeting to be held in the Sheraton Hotel June 21-23.

The Board has also devised a flyer to be used by the membership committee in recruiting new members and in encouraging former members to renew their membership in 1979.

The Board recommended to the Association Board of Directors that the 56th Biennial Conference in 1982 be held in Nashville. An accounting of the report made to the Association Board appears earlier in this issue of the *FH*.

The following committee appointments have been made:

Legislative Chair:	Jim Deremeik, Arkansas
Membership Chair:	R. Max Casey, Oklahoma
Nominating Chair:	Beal Pickett, Oklahoma
Program Chair:	John P. Best, Texas

Western Region (Alberta, Alaska, Arizona, British Columbia, California, Hawaii, Idaho, Montana, Nevada, Oregon, Saskatchewan, Utah, Washington, Wyoming):

Chair:	Donald H. Edwards, Director Oregon State School for the Blind 700 Church St., S.E. Salem, OR 97310
Chair-Elect:	Philip Hatlen, California
Secretary-Treasurer:	Rosemary B. Frank, Oregon
Directors:	Jack Hazekamp, California Sally M. Rogow, British Columbia Berdell H. Wurzburger, California
Immediate Past-Chair:	Roy J. Brothers, Washington
Representative to Association Board:	Philip Hatlen, California

The Western Regional Board, because of the large geographical area involved, has decided that in 1979 the Region will host four regional mini-conferences in appropriate geographical locations rather than one major conference. It is hoped that this will enable the majority of the regional membership to attend a professional meeting of the Region.

Roy Brothers, Superintendent of the Washington State School, has been asked to organize a meeting for the states of Washington, Oregon and Alaska and the provinces of British Columbia and Alberta. Members living in Nevada, Hawaii, California, and, perhaps, some members in southern Oregon, will attend a meeting in San Francisco which will be organized by Jack Hazekamp and Fred Sinclair, both consultants with the State Department of Education in California. A third conference, held in Arizona, will be chaired by William S. Koehler, President of the Arizona State Chapter of AEVH. This meeting will reach members in the states of Utah and Arizona as well as those living in Colorado and New Mexico, both of which are a part of the AEVH South Central Region. The last conference will be held in

Great Falls, Montana, with Ron Darcy of the Montana School for the Blind chairing the sessions. This meeting will serve the membership in Saskatchewan, Manitoba (included in the North Central Region), Idaho, Wyoming, and Montana.

The meetings will be held between January 1 and September 31, 1979. The conference planners have been asked to acquire membership lists from both CEC and AAWB and to include members from these two organizations in any conference mailings.

Each conference planner is being asked to include, as at least a portion of the conference, a section on "Assessment for Educational Planning." The Board plans to invite a representative from each of the regional meetings to a planning session following the regional meetings to review and edit materials that resulted from the conferences. By February 1980, it is hoped that a document on Assessment for Educational Planning will be available for dissemination.

Additional areas the Board hopes will be included in each regional meeting are: education of multihandicapped visually handicapped children, including those in institutions; pre-school educational programs for visually handicapped children, especially those ages 3-5; post-secondary education for visually handicapped youth; utilization of community resources to meet the educational needs of visually handicapped students; demonstration and cataloging for teacher-made products.

As more information is received about these meetings, we will let you know.

Committee appointments for the Western Region are:

Legislative Chair:	To be announced
Membership Chair:	To be announced
Nominating Chair:	To be announced
Program Chair:	Philip Hatlen

BITS AND PIECES

Awards for Doctoral and Master's Level Preparation: George Peabody College for Teachers has announced the availability of awards for doctoral and master's level preparation in the education of visually and multiply handicapped persons.

Students may engage in programs leading to one of several roles: On the doctoral level as teacher trainer, researcher, or administrator; on the master's level as a resource teacher, itinerant or mainstream teacher, special teacher, supervisor, or consultant of the multiply handicapped, or as a teacher of the multihandicapped with emphasis in orientation and mobility. Peabody students are university center students—benefiting in many ways from a unique partnership among several local colleges and universities. The setting includes a wide array of teaching, research, and service programs as well as extensive social and cultural opportunities.

Tax exempt awards for study at Peabody are sponsored by the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Personnel Preparation. Financial assistance of up to $5,900 doctoral and $3,900 master's may be granted, depending on educational background and experience, financial need, and number of dependents.

George Peabody College's policy on non-discrimination assures equal opportunity to all persons, regardless of race, age, religion, sex, marital status, handicaps, or national origin.

Interested scholars are invited to apply. Write to: R.K. Harley, Project Director, Box 328, George Peabody College for Teachers, Nashville, TN 37203.

Low Vision: A "Guide for Decision in Referrals to Low Vision Clinics" is now available from Services to Low

Vision Clinics (SLVC), a project of the Texas Society for the Prevention of Blindness. The publication, resulting from SLVC's Standards and Criteria Task Group, was designed for the rehabilitation counselor and other professionals who need to be able to identify the low vision person who could benefit from low vision services, and to effect their referral. This 28-page publication may be ordered from Services to Low Vision Clinics, P.O. Box 13400, Houston, TX 77019. The cost is $3.35 which includes third class postage. Please allow one month for delivery.

Legal Index System: The American Blind Lawyers Association, with the assistance of the Tulsa County Bar Auxiliary, has compiled a central legal index system as an aid for blind attorneys, judges, law professors, and law students. The Auxiliary will continue to update the index by searching for legal subject matter which is on cassette, open reel, braille, or disc. For further information contact: Tulsa County Bar Auxiliary, 3545 East 51st St., Tulsa, OK 74135.

FILMS, EQUIPMENT, TOYS

Vocational Education: A filmstrip/cassette series, "Better Than I Thought: Eight Programs Preparing Vocational Teachers to Meet the Needs of Handicapped Students," is designed to be used by teachers and administrators. Each filmstrip informs about a category of handicap, endeavors to activate empathy, and indicates degree and kind of modifications required to adapt vocational teaching to students who are so handicapped. The series discusses the needs of the learning disabled, emotionally disturbed, educable mentally retarded, hearing impaired, visually impaired, physically disabled, and those students whose value and expectations are "out-of-sync" with those of the vocational school. One filmstrip is devoted entirely to the concepts and procedures of the modification process used to adapt vocational programs for handicapped students. The entire eight-program series is $160 and may be ordered from: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 W. Johnson St., Madison, WI 53706.

"People You'd Like To Know": Ten new short films produced by WGBH, Boston, have been assigned for distribution to Encyclopaedia Britannica Educational Corporation. Featuring children who are handicapped, the films basically stress similarities among *all* children. They appear in live-action situations with teachers, friends, and family who accept their feelings and attitudes towards their disabilities. The importance of self-acceptance and of their need to become independent is portrayed. An extensive Teacher's Guide accompanies each film. Each film runs approximately ten minutes and is available at $185 which includes the Teacher's Guide. The entire series may be purchased for $1,500. For further information contact: Dept. 10A, Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611.

"The Seven-Minute Lesson (Acting as a Sighted Guide)": A new film is now available from the American Foundation for the Blind. Designed for use by service clubs, church groups, schools, businesses, and other groups that want to show their members the correct technique for guiding a blind person, the film is available for $60 purchase and $10 rental from: Film Library, AFB, 15 W. 16th St., New York, NY 10011.

"Special Toys for Special People": Exceptional Play, Inc., has a catalogue which describes a variety of toys and games designed for use by exceptional children. The catalogue states that their goal "is to offer products which combine the best qualities of toys and the most desirable characteristics of instructional materials." The catalogue goes on to explain that "most of our product ideas originate from needs of children with a specific disability. Those ideas are then developed into toys designed for, and used by, both normal and disabled persons. Facilities using our materials include preschools, 'mainstreamed' classrooms, infant programs, residential institutions, hospitals and recreation programs." A supplement to the catalogue describes custom-designed play structures which will "satisfy your requirements and meet the needs of the children who use it." It suggests that a playground can be designed which is compatible with most other playground equipment and can incorporate tires, slides, swings, fire poles, climbing nets, swinging bridges, etc. The custom-deisgned unit can be a new structure or can be added onto existing equipment. For more information and a free catalogue contact: Exceptional Play, P.O. Box 1015, Lawrence, KS 66044.

Science Career Information: The Thomas County School System, Thomasville, Georgia, has completed the development of a science-related career information system for physically handicapped individuals. Information from the School indicates that "early responses from users have . . . indicated that these career materials should be in great demand by field rehabilitation counselors, evaluators, occupational specialists, guidance counselors, science teachers, schools for the blind and deaf and libraries. These economically priced materials are suitable for use with youngsters (grade 7) through adult and will benefit both the handicapped and non-handicapped user."

The materials include 228 science-related career briefs. Each brief includes vital, up-to-date information including: D.O.T. numbers, job description, career and educational preparation, working conditions, typical time spent in physically related worker tasks, earnings and employment outlook, career ladder and sources of additional information. These briefs are available in: braille—over 1,300 pages of useful career information, fully indexed and bound by career cluster for convenient use; listening library—19 high quality tapes with an audio-qued index to facilitate the location of a particular job title in a matter of seconds; large-print career briefs—four pages of information on each of 228 job titles, written on a junior high school level; microfiche—fifteen microfiche cards which photographically store vital occupational information and which are to be used with a 24X magnification microfiche reader. For more information contact: Neal H. Berger, Director, SCI-PHI, Thomas County Schools, P.O. Box 440, Thomasville, GA 31792.

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